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ABSTRACT

In-school suspension (ISS) removes a student from regular academic classes but keeps the student in an isolated, separate, and restricted environment where, in most cases, academic work continues. Such programs have increased rapidly in American secondary schools, and have been mandated in New York State by the New York State Education Department since 1985. This report is designed to provide school personnel with useful information to assist in planning, implementing, or updating an ISS program. It analyzes the responses of 62 percent (1,130) of all secondary school principals in New York State to a survey questionnaire mailed in the spring of 1980. Information was updated through a telephone survey in the spring of 1988. The following ISS program components are discussed: (1) ISS room; (2) staffing/supervision; (3) materials; (4) academic work; (5) reasons for assigning students to ISS; (6) daily routine (operational procedures); (7) record keeping and evaluation; and (8) counseling procedures. The tabulated responses to each important survey question cover the following areas: (1) development and organization; (2) staffing; (3) program activities; (4) program guidelines; (5) parental and student notification; and (6) evaluation. Eleven examples of ISS programs operating in urban, suburban, suburban/rural, and rural districts in New York State are included. Statistical data are presented in 29 tables. An extensive bibliography is also included. A copy of the survey questionnaire and an accompanying letter are included in the appendix. (FMW)

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A STUDY OF CURRENT IN-SCHOOL SUSPENSION PROGRAMS IN NEW YORK STATE

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INTRODUCTION

Generally, when a secondary school student violates his or her school's discipline code, the student is subjected to either of three consequences. The three consequences include expulsion, suspension, or in-school suspension. Expulsion is the most series consequence and is usually for more than 11 days. Suspension, a slightly less consequence, lasts for up to 10 days. In-school suspension removes a student from his or her regular academic classes but keeps the student in the school in an isolated, separate, and restricted environment where, in most cases, academic work continues.

For various reasons, there has been a big increase in in-school suspension programs throughout the secondary schools in the United States.

In New York State, for example, on October 11, 1985, the New York State Education Department issued PART 100 OF THE COMMISSIONER'S REGULATIONS that mandated under Part 100.2(1) that "On or before January 1, 1986, each school district shall adopt and implement a written policy on school conduct and discipline designed to promote responsible student behavior." It appears that while complying with the aforementioned Part 100.2(1), those secondary schools that did not have an in-school suspension program in place and operating, organized some form of in-school suspension program with their required "discipline code" of rights, responsibilities, and sanctions.

However, to date, according to a search of the literature, there has not been any broad systematic study of in-school suspension programs.

The purpose of this in-school suspension study and report, therefore, is to provide school personnel and others with useful information to assist him or her in planning, implementing, or updating such programs.

This report is based upon responses to a questionnaire that was sent to every urban, rural, and suburban secondary school in New York State. The questionnaire included items relating to all aspects of in-school suspension programs and is discussed in more detail in Chapter I.

In Chapter II, various components of in-school suspension programs are described so that school personnel can evaluate the components that are most relevant to his or her needs.

In Chapter III, a complete tabulation is presented of the questionnaire data. The data is organized into categories related to the development, organization,

staffing, program activities, program guidelines, parental and student awareness of in-school suspension, and evaluative procedures.

In Chapter IV, descriptions of 10 in-school suspension programs currently in operation are provided with information concerning the facility, program background, and a complete description of the program. The reported program descriptions include sample forms and names of persons to contact for further information.

Chapter V contains a comprehensive bibliography of articles, books, dissertation, and other related materials.

The APPENDIX contains the original letter and questionnaire used in this study.

CONTENTS

Acknowledgements v

Introduction vii

Chapter I
Methodology 1

Chapter II
ISS Program Components 3

Chapter III
Results of In-School Suspension Survey 11

Chapter IV
ISS Program Descriptions 29

Amherst Middle School 31
Baldwin Senior High School 47
Birchwood School 55
Clarkstown High School North 61
A. B. Davis Middle School 67
Emerson Vocational High School 71
Harpursville Junior-Senior High School 83
Lewiston-Porter Senior High School 87
A. Philip Randolph Campus High School in City College 105
West Middle School 113
Whitesboro Junior High School 117

Chapter V
Bibliography 125

Appendix 148

CHAPTER I

METHODOLOGY

Selection of the Survey Schools

The first step in this survey was to obtain mailing labels of all secondary schools in New York State from the New York Education Department. This resulted in a list of 1800 secondary schools to which a letter and questionnaire were sent along with a self-addressed stamped envelop in the spring of 1980. The letter explained the purpose of the survey and invited the supervising principal to assist in the gathering of information related to in-school suspension programs (see APPENDIX).

A total of 1,130 questionnaires (62 per cent) were returned. Of those questionnaires returned, 625 principals indicated that his or her school had an in-school suspension program and 505 had none. For an update, see Follow Up Phone Survey below.

Description of the Questionnaire

A preliminary version of the questionnaire was developed and mailed to 12 local high school principals. After careful review of the principal's comments, the final questionnaire consisted of 27 questions on five mimeographed pages (see APPENDIX).

The questions focused on current in-school practices and attempted to look at various ways in which schools were dealing with related discipline problems. Personnel responsible for implementing and supervising ISS programs were easily identified. Additionally, the questions were designed to provide data so that a principal would be provided with ideas to either up-date an existing ISS program or implement such a program.

Follow Up Phone Survey - Spring 1988

Although some of the data reported in this study was collected in the spring of 1980, most of the data is current in relation to existing in-school suspension programs. Indeed, the program components reported in CHAPTER I and the materials reported in CHAPTER II exist today in most in-school suspension programs. The in-School suspension programs reported on and described in CHAPTER IV are in place and operating presently. The bibliography reported in CHAPTER V was updated just prior to going to press.

Finally, during the spring of 1988, phone calls were

made to all of the secondary schools in two representative Western New York counties and two questions were asked: (1) do you have an in-school suspension program currently operating in your school, and (2) what name do to you call your program?

All 25 secondary secondary schools surveyed had operating in-school suspension programs. Sixteen of those schools called their programs In-School Suspension. Two of the schools called their in-school suspension programs Independent Study Room. The other names used to describe programs included In-House, Internal Detention, Time Out Room, Detention, Alternative Learning Center, Internal Supervision, and In-School Detention.

In only one of the 25 above programs, high school students are sent to a middle-school's in-school suspension program. In two schools within the same district, a Saturday Detention program is usually used instead of a daily internal suspension program.

CHAPTER II

ISS PROGRAM COMPONENTS

An examination of the ISS program description data reported eight possible components. It should be pointed out that the eight components are a composite with no ISS program having all eight. However, some of the ISS programs placed greater emphasis on some components. The eight components are listed below with discussion and commentary:

1. ISS room
2. Staffing/supervision
3. Materials
4. Academic work
5. Reasons for assigning a student to ISS
6. Daily routine (operational procedures)
7. Record keeping & evaluation
8. Counseling procedures

1. ISS Room

DISCUSSION: Whenever possible, a separate room should be made available to accommodate students assigned to the program. However, in some cases, because of a shortage of classroom space, ISS "rooms" have been set up in hall ways. The number of students assigned should not exceed the number of students who can comfortably be seated with work space. A minimum of 12-14 seats is recommended. All necessary materials needed to fulfill study requirements should be made available (see materials). A telephone would also be a good idea. The room should be clean, bright, well heated and in good repair. Some programs have added upbeat and colorful posters on the wall. A lavatory near by makes it easier to supervise students when using the facilities.

COMMENTARY: Whether or not the ISS room is located in a room or in a hallway is less important than the climate maintained in the room; the "room" should function as a self contained program with a non-disruptive, quiet atmosphere.

2. Staffing/Supervision

DISCUSSION: Staffing and supervision of ISS rooms have included certified teachers, teaching assistants, and teacher-aides. In some instances, the certified teacher was assigned full time responsibility with the ISS program while in other cases the certified teacher was assigned to ISS duty in lieu of normally assigned hall, study hall, or cafeteria duty. The primary distinction between teaching assistants and teacher-aides was found to be that the

teaching assistant has a salary that is more than an aide but less than a teacher. The assistant also has some college and education courses, while the teacher-aide had some extensive and on-going in-service training.

Duties of the teacher assigned to the ISS program would normally include maintaining discipline, providing instructional assistance, interacting with students and record keeping. Provisions should be made as to who will supervise the ISS person, staff and program. In most cases, assistant principals have been assigned this responsibility. Student helpers may be assigned on a part-time basis to help with routine paperwork.

COMMENTARY: Preferably, a mature and experienced teacher, counselor, school psychologist, retired teacher who also believes in the school's ISS policy should be in charge of the ISS program. In some cases, however, mature aides and community representatives have done an excellent job of supervising the ISS room. We would argue for one person to assume major responsibility for the supervision and operation. However, if more than one person is assigned during the day or week to supervise the ISS room, care should be taken to guarantee consistency in applying procedures and rules.

3. Materials

DISCUSSION: To lessen the burden of additional work on the regular classroom teacher, two or three copies of any texts used in all subject areas should be permanently kept in the ISS room. Dictionaries, and when possible, a set of encyclopedias are useful, too. Any type of packaged, or kit form programs designed to motivate relevant learning activities are also appropriate. Magazines and newspapers may be made available but student use of these should be monitored so that they are used only when all other assigned work is completed or as as a source for curriculum material.

When a student finishes the required work, the ISS person is responsible for returning the completed assignment to the subject teachers.

Tables, chairs and study carrels are also provided in the physical set-up of the room.

COMMENTARY: To help students assigned to the ISS program in completing their academic assignments, appropriate books and materials must be made available for use in the ISS room. Care should be taken to arrange for curriculum assignments to be obtained from classroom teachers and then returned to them without burdening the classroom teacher.

4. Academic Work

DISCUSSION: In the ISS programs surveyed, two basic approaches to maintaining a structured learning environment were:

a. General, short term resource assignments in several subject areas are made available for the ISS personnel to choose from and make assignments. These assignments are related to the regular curriculum choices offered in a particular school.

b. Subject area teachers having students in the ISS programs should send daily assignments to the ISS room that reflect current student work. Tests that are sent to the ISS room should be supervised appropriately by the ISS person.

COMMENTARY: Though either of the above approaches may be used, an eclectic approach is more likely to be successful. One way of processing assignments between the ISS teacher and a teacher of the student assigned to the ISS room is as follows. When a student is first assigned to the ISS room, the student's name is sent to the ISS supervisor (or teacher) who then obtains a copy of the student's schedule and puts multiple copies of assignment slips in all the student's subject teacher mailboxes. The subject teacher then writes out the required assignment and either delivers the assignment to the ISS room or puts it in the mailbox of the ISS teacher. Care must be taken not to burden the teacher of a student assigned to the ISS room with additional work and responsibility.

SAMPLE FORM

Student Name _____
Homeroom _____
Subject/teacher _____
Text used _____
Assignment _____
Number of days assigned _____
Beginning (date) _____

5. Reasons For Assigning Students to ISS

DISCUSSION: The survey revealed that the reasons for assigning students to an ISS program will vary according to a school or school system. The following list represents the nine most common reasons for assigning students to ISS:

a. Failure to follow rules and regulations of the school.
b. Chronic tardiness to school or classes.

c. Class cutting - one day per class period cut.
d. Disruptive classroom behavior.
e. On recommendation of principal, assistant principal(s) or attendance monitor.
f. Being in the hallway without a pass.
g. Being somewhere without your teacher's permission.
h. Being outside the building during school hours.
i. Not showing up for a second roll call.

COMMENTARY: Ideally, the reasons for assigning students to the ISS program should be spelled out as part of the school's discipline code. The school's discipline code should be designed with input from all of the schools constituencies, e.g. teachers, administrators, non-teaching professionals, bus drivers, non-professional staff, students, parents, and community representatives. The resulting rules and regulations for the ISS program should be clearly defined and publicized at the beginning of the school year through, for example, a student handbook of school rules.

6. Daily Routine (Operational Procedures)

DISCUSSION: From the results of the survey, it was evident that schools vary widely in the specific types of behavior which were acceptable during the ISS class time period. Listed below are examples of the rules and regulations culled from the responses to this survey.

a. Absolutely no talking at any time
b. "Please" and "Thank you" are very important words in the ISS room.
c. You must bring all materials you need to ISS at 9:00 am.
d. Being late to ISS results in detention or extra days.
e. No food allowed in ISS except at lunch time.
f. No sleeping at any time.
g. The ISS room will be kept neat and clean at all times.
h. Students suspended from the ISS room will make up their time plus one additional day.
i. Students who have a doctor's or dentist's appointment can leave early.
j. If you are absent, your absence does not count as a day being spent the classroom.
k. Students who have detention will be escorted to detention room.

Some school districts have augmented their ISS programs with additional rules and regulations pertaining to lunch time and end-of-day procedures. Listed are some examples.

Lunch time procedures.

a. Whenever lunch line will form at the door (no lunch card, no lunch).
b. No talking allowed at any time.
c. We march in single file to the right.
d. No gaps are allowed to form in the line.
e. No leaning against the wall if the line is stopped.
f. No looking into classrooms.
g. We do not return to ISS room until I have a perfectly straight line and complete silence.
h. The line will stop if any of the above are abused.
i. If the bell rings when we are in the hallway, we stop right where we are.
j. Being polite and neat will be observed at all times.

End of day procedures.

a. Return all books to proper shelves; bookshelves will be in proper order.
b. Pick up all paper on floor and desks; straighten up all desks and chairs.
c. Hand in any assignments before leaving.
d. The magazines will be in proper order; shades will be drawn halfway.
e. Students will be dismissed one at a time, depending on how well-behaved they have been during their ISS period of time.
f. Push your chairs in neatly before you leave.
g. Leave in a quiet and orderly manner.

Being consistent in enforcing -- following this routine is very important if the ISS concept is to be strong and successful.

The ISS person in charge should be tough but have a genuine concern and understanding of young people and their needs and responsibilities. A balance must be maintained between the above mentioned toughness and compassion.

With a daily morning ISS list plus the other regular lists -- including excused and unexcused absences -- student whereabouts can be carefully monitored. This requires all teachers to keep careful attendance every period, checking each list and writing "cut" slips for any student not accounted for. Teacher aides can collect these "cut" slips during the last period of the day and deliver them to the school office.

COMMENTARY: While some ISS programs have rules that are lengthy, excessively detailed, or rigid, other ISS programs have a minimum of rules. Preferably, only ISS rules should be written that are necessary, fair, simple,

clear, flexible, and widely accepted.

7. Record Keeping & Evaluation

DISCUSSION: Schools vary widely in their record keeping that pertains to ISS programs. These records basically serve two major functions. First, they allow schools to closely monitor each student in the program and, secondly, to provide evaluative data for judging the effectiveness of the program.

One ISS program kept duplicate copies of records for students assigned to ISS. One copy was kept in the ISS room (only accessible to authorized personnel), and one copy was kept in the assistant principal's office The type of information kept in this file (not to be confused with a student's permanent record file) included his/her name, homeroom, grade level, schedule card, home phone number, number of days assigned for a particular offense, type of offense, repeat offenses, parent notified, counseling given, brief comments by the ISS supervisor. Careful guidelines should be established to protect a student's right to privacy and due process and therefore it should be decided how these records will be used. If records are used for statistical data (e.g., to determine success, failure, shortcomings, strengths of ISS programs) provisions should be made to protect individual student identity in any final reports. Positive results in a student's change to acceptable behavior patterns could be facilitated by referral to a guidance counselor and/or other types of counseling programs.

Record keeping also serves an important function in the ongoing evaluation of ISS program and program development. Evaluation procedures should involve both the day-to-day operations of the ISS center as well as the overall effectiveness. For example, it is advisable for schools to review all aspects of the ISS program. Some of these aspects may not be readily apparent from the data, such as the procedures involved in getting teacher's academic work to and from the ISS.

COMMENTARY: It is obvious that some type of record and data collection procedure serves a very important function. However, care should also be taken to assure that record keeping and data collecting does not become more important and time consuming that the operation of the program. Equally important is the need for continuous, on-going discussion of what information is needed to fully evaluate the success of the ISS program.

8. Counseling Procedures

COMMENTARY: ISS programs can be more successful within the availability of various counseling services and techniques. Some programs work quite successfully with a minimal amount of structured counseling for students. Indeed, some students assigned to ISS may require only a brief discussion with a guidance counselor. Some schools have extensive and preventative counseling programs and services available for their students. Various in-service training techniques have been used successfully -- e.g., transactional analysis sessions, values clarification, behavioral contracts, Parent Effectiveness Training, school and home survival courses, etc. Social services would include conferences with referring teachers and administrator, conferences with the school psychologist, conferences with social worker, conferences with guidance counselors, the ISS program supervisor, vocational rehabilitation worker, or the occupational specialist.

General Comments

Ideally, the success of an ISS program depends upon the degree of cooperation between the professional staff and the administration. The greater the teacher/administrator cooperation in planning, implementing, and revising an ISS program, the more likely the program will be successful. Everyone benefits from a positively operating ISS program - teachers, administrators as well as students. Clearly, a good ISS program can help some students grow and mature as they assume more responsibility for their behavior.

CHAPTER III

RESULTS OF IN-SCHOOL SUSPENSION SURVEY

This chapter presents the tabulated responses to each question of importance in the ISS survey. The questions are organized in the same manner in which they appeared in the questionnaire beginning with questions dealing with development and organization.

Following each question is a brief summary/discussion of the implications of and significance of the reported results. A total of six categories are included with Tables numbered in accordance with the category. These responses have been summarized as percentages and, in some cases, because of the nature of the question will total will total more than 100 percent.

1. DEVELOPMENT AND ORGANIZATION

1.1 Does your school have an "In School Suspension (ISS)" program?

TABLE 1.1
Schools Having ISS Programs (%)

Middle Schools	86
Jr. High	58
Sr. High	97

As revealed by the data in Table 1.1, 97 percent of the high schools surveyed had some type of "in school suspension" program currently in effect whereas only 58 percent of the junior high schools were currently using such a program.

1.2 What do you call your program?

TABLE 1.2
Most Common Names Given To Programs

	(%)
In School suspension	53
No name	8
In house suspension	7
Internal suspension	5
In school detention	3
Time out room	3
Other names	21

Of the 421 school personnel who responded to this question, slightly more than half (53 percent) said that they simply referred to their program as "In school suspension." Twenty-one percent of those responding gave names that were used by few other schools or represented some slight variation, such as "all day detention" or "in house detention."

1.3 Is the ISS program a school option or district policy?

TABLE 1.3
Administrative Support

	(%)
School option	63
District policy	37

Approximately two out of every three schools that responded to the questionnaire indicated that the ISS program was an option left open to that school. The responses were more equally divided, however, among junior high, BOCES and central schools.

1.4 What groups participated in the development of this program?

TABLE 1.4
Key Organizers of ISS Program

	(%)
Administration	73
Other	14
Counselors	5
Pupils	4
Parents	2
Teachers	1

By far the greatest degree of participation in the initial development of the ISS program appears to have come from the school administration (73 percent). This conclusion appears to be equally true regardless of the type of school or the size of the enrollment.

2. STAFFING

2.1 Who staffs the ISS program?

TABLE 2.1
ISS Staff Involvement

	%
Teacher	66
Security officer	12
Aide	7
Guidance counselor	7
Substitute teacher	3
Administrator	2

In about two out of every three schools, teachers are included in any ISS program. This percentage increases to 85 percent in the BOCES programs but decreases to about 30 percent in schools where the enrollment is between 500-999 students.

2.2 Is in-service training provided for the ISS staff?

TABLE 2.2
Is in-service training provided?

	%
No	78
Yes	22

In 78 percent of the schools surveyed, some type of inservice training is provided for all ISS personnel. The remaining 22 percent indicated that no such in-service training program was currently being provided.

2.3 Who is responsible for securing and returning required classroom assignments?

TABLE 2.3
Person Who Collects Assignments

	%
Unspecified	81
ISS Personnel	8
Administrator	4
Pupil	4
Teacher	2
Counselor	1

From the survey data as presented in Table 2.3, it was unclear whether assignments were a regular part of the ISS program. Eighty-one percent of the respondents neglected to identify a specific person who was generally responsible for collecting assignments. One interpretation is that most ISS programs do not become involved with school assignments. The other interpretation is that the person responsible can vary widely in most programs.

2.4 What is the staff-to-pupil ratio?

TABLE 2.4
Staff-to-pupil ratio.

	(%)
From 1:1 to 1:5	41
From 1:6 to 1:10	58
From 1:11 to 1:15	1
From 1:16 to 1:20	0

From the inexact nature of the classifications provided, it was difficult to determine what the average staff-to-pupil ratio was in most of the ISS programs. But it would appear, from the data presented in Table 2.4, that it was approximately 1:6 and probably varied anywhere from 1:3 to 1:9 in the vast majority of the schools.

3. PROGRAM ACTIVITIES

3.1 Where is the ISS room located?

TABLE 3.1
Building Location Of ISS Room

	(%)
Separate building	54
Separate room/same building	46

Most of the schools who tend to use a separate building are either junior high, BOCES or Central schools, particularly those having enrollments under 1,000. Most of the schools who tend to use a separate room in the same building are rural and suburban middle and high schools.

3.2 In what activity or activities are ISS pupils engaged?

TABLE 3.2
Commonly Used Activities in ISS Class (%)

Regular assignments provided by teachers	29
Extra assignments provided by teachers	60
Other activities	11

When asked whether or not any required or special assignment was included as a regular part of the ISS program, slightly more than 16 percent of the 487 schools declined to respond to this particular question. Of the remaining 418 who indicated that some class activity was included, most of the programs chose to use extra assignments, as seen from Table 3.2, above. Those few schools who mentioned other activities included essays, job preparation, and basic skill development, among others. But, because of the sparse numbers, this data is not listed separately in the Tables, below.

TABLE 3.2a
Comparison of School Types On ISS Activities Used
(Expressed as a %)

	SCHOOL TYPE				
ASSIGNMENT /	Middle	Jr.High	Sr.High	Jr/Sr	Other
Required	52	14	50	44	65
Extra Assign.	32	83	19	17	15

Table 3.2a reveals that Junior High school teachers place more emphasis on using extra assignments during the ISS periods whereas the other schools place considerably more importance on required assignments.

TABLE 3.2b
Comparison of School Types On ISS Activities Used
(Expressed as %)

ASSIGNMENT /	BOCES	Cen.	Cen.Sub.	Cen.Rur.	Un.Fr.
Regular	30	23	33	57	53
Extra Assign.	70	71	18	22	6

Table 3.2b reveals that extra assignments also tend to be favored over required assignments in 70 percent of the BOCES and central school programs. In schools other than BOCES or central, regular assignments sent by the classroom teacher are generally preferred.

TABLE 3.2c
Comparison of School Size on ISS Activities Used
(Expressed as %)

	School Enrollment		
ASSIGNMENT /	Under 500	500-1,000	1,000 - 2,000
Regular	29	22	51
Extra Assign.	65	69	10

Finally, in Table 3.2c, one further indication is revealed-that the preference for using regular or extra assignments as part of the ISS program depends a great deal on certain characteristics of the school. In this case, it seems that teachers in schools also having larger enrollments tend to favor using regular assignments.

3.3 Does the pupil receive credit for regular class work during the ISS period?

TABLE 3.3
Percentage of Students Who Also Receive Classroom Credit During the ISS Period (%)

Middle School ISS Programs	87
Junior High	85
Senior High	66
Junior/Senior High	73
Central	76
Central Suburbs	65
Central Rural	70
Union Free	94
Schools Having Under 500 enrollment	82
500 - 999 enrollment	83
1,000 - 1,499 enrollment	63
1,500 or more enrollment	60

As can be seen from the tabulation in Table 3.3, middle school and junior high students are more likely to receive some classroom credit during their in-school suspension period, although the margin of difference is not extremely high. The schools least likely to provide classroom credit for time spent in an ISS period are central suburban high schools or schools having enrollments of 1,000 or more.

3.4 What specific types of activities are not allowed during the ISS period?

TABLE 3.4

Activities not permitted during ISS.	(%)
Lavatory privileges	14
Movement in room	8
Lunch privileges	4
Resting or sleeping	3
Socializing	1

In response to the question concerning restricted behavior during the ISS period, about one out of 7 (or 14 percent) of those responding to the survey said that lavatory privileges were not allowed. Moving about the room was not permitted in eight percent of the programs. And a slightly fewer percentage of schools would not allow lunch privileges, resting/sleeping or socializing during the ISS assignment.

3.5 Are behavioral contracts part of the ISS program?

TABLE 3.5
Percentage of Schools Which Include Behavioral Contracts as Part of the Program (%)

Middle School ISS Programs	30
Junior High	26
Senior High	36
Junior/Senior High	47
BOCES	18
Central	26
Central Suburbs	63
Central Rural	48
Union Free	25
Schools Having Under 500 enrollment	27
500 - 999 enrollment	30
1,000 - 1,499 enrollment	49
1,500 or more enrollment	44

With the exception of central suburban schools, fewer than half the schools in all categories include some form of "behavioral contract" with the ISS program.

3.6 Is counseling an integral part of your ISS program?

TABLE 3.6
Percentage of ISS Programs Where Some Form of Counseling is Included (%)

No counseling	75
One to one counseling	12
Group counseling	4
Rap sessions	3
Peer counseling	3
Other types	4

Three out of four programs do not make any provision for counseling ISS students during the ISS period. Of those programs which do include counseling, about half prefer to use one-to-one situations -- typically central schools having enrollments between 500-1,000.

3.7 Are parental conferences included as part of the ISS program?

TABLE 3.7
Use of Parental Conferences

	(n)	(%)
Are included as part of the program	60	(12)
Not a regular part of the program	141	(29)
No response	286	(59)

Twelve percent of those responding to the questionnaire indicated that parental conferences were used in conjunction with the ISS program at their school. However, twenty-nine percent of those responding said this was not the case at their school and another 59 percent ignored the question entirely.

4. PROGRAM GUIDELINES

4.1 What is the composition of the ISS group? (Exactly how are the students grouped?)

TABLE 4.1
Preferred Method Of Grouping ISS Students

	(%)
All pupils are grouped together	78
Grouped according to grade level	9
Grouped according to ability level	1
Another method of grouping pupils is used	13

It is quite clear that the most common method for grouping students in the ISS programs involves heterogeneous grouping. Only a handful of schools tended to group students according to grade level and those situations were more likely to occur in junior/senior high buildings. Thus, there was little or no evidence found of grouping students according to ability level in the ISS programs surveyed.

4.2 How is the amount of time to be spent in the ISS program determined?

TABLE 4.2
Policy for Determining ISS Length of Time

	(%)
Administrator determines number of ISS days	33
Determined according to nature of infraction in compliance with predetermined schedule	25
Pupil's case reviewed periodically by ISS staff to determine when pupil should return to regular class	6
All pupils are assigned the same number of days	1
Procedure not specified	34

In one-third of the ISS programs, according to the survey, a school administrator takes the responsibility for determining the amount of time the student must spend in ISS. Slightly less often, the amount of time is determined on the basis of a preestablished schedule for each violation. In another third of the schools, no specific plan was made clear for determining the amount of time that a student was assigned to ISS.

4.3 Are certain offenses deemed too serious to be dealt with through ISS?

TABLE 4.3a
Percent Stating Some Offenses Too Serious for ISS
Classified According to School Type

	(%)		(%)
Middle Schools	83	BOCES	14
Junior High	23	Central	41
Senior High	79	Central suburb.	76
Junior/Senior High	79	Central rural	78
		Union Free	65
		Union Free suburb.	89

Overall, most of the respondents felt that some offenses were too serious to be handled simply through an in-school suspension program. The two most notable exceptions to this were Junior Highs and BOCES schools, where school personnel were less likely to regard any offenses too serious for ISS.

When asked to list those specific offenses which the school officials regarded as too serious to be dealt with by ISS, 23 separate offenses were listed. As can be seen in the Table (4.3b) below, the most common offense(s) involved drugs and alcohol and were listed by 127 respondents. The second most commonly listed offense was fighting, cited by 79 respondents.

TABLE 4.3b
Offenses Deemed Too Serious for I.S.S.

	(n)
Drugs and alcohol	(127)
Fighting	(79)
Repeated serious offenses	(46)
Assaults	(45)
Endangerment	(45)
Insubordination to administrator	(45)
Smoking	(27)
Assault on teacher or employees	(23)
Vandalism	(16)
Abuse or violence	(14)
Inability to control	(13)
Theft	(13)
Weapons	(12)
Frequent violation of rules	(10)
Truancy	(9)
Threat or profanity to teachers	(8)
Refusal to serve ISS	(7)
Emotional problems	(6)
Fireworks/explosives	(5)
Arson	(4)
Extortion	(3)
Fire alarms and bomb threats	(2)
Sex related	(1)

Since respondents were not asked to judge the seriousness of a common list of offenses, it should not be inferred that the offenses that are mentioned most often are necessarily considered the most serious. They may, however, be indicative of the types of offenses which are confronted by school administrators.

5. PARENTAL AND STUDENT AWARENESS OF ISS

5.1 When and how are pupils and parents notified of the ISS program?

TABLE 5.1
Method of notifying pupils and parents

	(%)
Notified when pupil is actually suspended	77
Notified by means of assembly/orientation program	6
Notified by means of handbook at beg. of school	4
Notified by letter at beg. of school	2
Other means of notification	11

In the majority of schools, students are first told about the ISS program when they are actually suspended. In a few situations, at the beginning of the school year, students are informed about the ISS program through an orientation or assembly program, a handbook, or letter.

6. EVALUATION

6.1 Are evaluative procedures built into your ISS program?

TABLE 6.1a
Percent Having Built-in Evaluative Procedures

	(%)		(%)
Middle	38	BOCES	38
Junior High	35	Central	36
Senior High	32	Central suburb.	39
Junior/Sr. High	37	Central rural	31
		Union Free	50
		Union-Free suburb.	25

About 35 percent of those responding to the questionnaire stated that some type of evaluative procedure was built into their ISS program. The greatest chances of this occurring seemed to be in the Union Free schools where seven (50%) of the 14 respondents reported that these procedures were built in. Built-in evaluative procedures appeared slightly more likely to occur in schools having above average enrollments (1,500 to 2,000) as shown in the following Table (6.1b).

TABLE 6.1b
Percent Having Built-in Evaluative Procedures Classified By Pupil Enrollment

	(%)		(%)
Less than 500	26	1,500 - 2,000	56
500 - 1,000	38	More than 2,000	27
1,000 - 1,500	37		

Also, from the data shown in Table 6.1b (above), the schools that are least likely to have built-in evaluative procedures are either the very small or very large schools. The schools having enrollments of 1,500 to 2,000 pupils were most likely to have evaluative procedures although it occurred in only 56 percent of the schools reporting.

6.2 Has the ISS program reduced the number of first-time suspensions?

TABLE 6.2a
Percent Saying That First Time Suspensions Have Been Reduced Because of ISS Program

	(%)		(%)
Middle	76	BOCES	15
Junior High	16	Central	29
Senior High	60	Central suburb	53
Junior/Senior High	58	Central rural	68
Other	71	Union Free	73
		Union Free suburb	86

Responses to this question of whether or not first time suspensions appeared to decrease as a result of ISS indicated to clear pattern. Junior high schools appeared to have the lowest success rate (16%), while middle schools and other schools appeared to have the highest success rate (76% & 71%). It was also noted that the union free schools had a much higher success rate than did BOCES programs, as reported in Table 6.2a.

TABLE 6.2b
Percent Saying That First Time Suspensions Have Been Reduced, Classified By Pupil Enrollment

	(%)		(%)
Less than 500	34	1,500 - 2,000	64
500 - 1,000	33	Over 2,000	78
1,000 - 1,500	64		

When considering enrollment of the schools, it was found that there appeared to be a modest but significant relationship between school size and the reduction of first time suspensions. Table 6.2 below reveals that 78 percent of the schools having enrollment of 2,000 or more reported a reduction in first time suspension while only 34 percent of the schools with enrollment of 500 or less reported a similar decrease.

6.3 Has the ISS program reduced the number of suspension repeaters?

In order to find out whether or not the ISS program markedly reduced the number of suspension repeaters, one final question was included as shown in Table 6.3a and 6.3b.

TABLE 6.3a
Percent Saying That Suspension Repeaters Have Been Reduced Because of ISS Program

	(%)		(%)
Middle	68	BOCES	15
Junior High	18	Central	29
Senior High	60	Central suburb	53
Junior/Sr High	70	Central rural	68
Other	79	Union free	73
		Union free suburb	86

TABLE 6.3a
Percent Saying That Suspension Repeaters Have Been Reduced, Classified by Enrollment Size

	(%)		(%)
Less than 500	37	1,500 - 2,000	63
500 - 1,000	37	Over 2,000	78
1,000 - 1,500	58		

The responses to this question seemed to closely parallel the responses to the previous question concerning the effects of ISS on first time suspensions. Schools having enrollments of 2,000 or more were more positive than school having lower enrollments. Similarly, the union free and central schools reported the higher degree of success as shown in Table 6.3a and 6.3b.

CHAPTER IV

IN-SCHOOL-SUSPENSION PROGRAM DESCRIPTIONS

Eleven examples of In-School-Suspension programs from around New York State are described in this chapter. These programs are currently in operation and are from urban, suburban, suburban/rural, and rural districts.

The information provided for each In-School-Suspension Program includes the school district, student enrollment, contact person, operating rules and regulations, and any forms, letters, or memorandums used. All the information and materials described are presented as furnished by schools and with the permission of the contact person cited and or the principal.

All In-School-Suspension Program contacts are listed with his or her permission. In addition, all program contacts have agreed to speak with anyone interested in the In-School Suspension program described.

AMHERST MIDDLE SCHOOL
Amherst Central School District
55 Kings Highway
Amherst, New York 14226
(716) 836-3000

Contact Person: Mrs. Diane Eklund Klein
Assistant Principal, Amherst Middle School

FACILITY: Amherst Middle School is a 6th, 7th, and 8th grade suburban Buffalo school with approximately 600 students.

BACKGROUND: When a student violates the school's discipline code, the student has a hearing with the assistant principal responsible for the In-House Suspension Program who decides whether the infraction will result in: (1) in-house suspension, (2) a disciplinary meeting, or (3) a one hour after school detention. The In-House Suspension Program at Amherst Middle School was developed with a NYSED mini-grant.

Special Education students are included in the In-House Suspension Program.

IN-HOUSE SUSPENSION PROGRAM

According to Mrs. Klein, programs that are successful in any school function successfully because they: (a) function as part of the total school, (b) involve the student meaningfully, and (c) use many resources within the school.

Furthermore, what makes Amherst Middle School's program successful is that each component tries to reflect those three characteristics. For example, the notion of discipline is most often thought of as a shared ownership - administrators, teachers, and students. While it is the role of administration to suspend both in and out of school, the school program benefits more when students, whenever possible, are suspended within the building. When students are free to wander the "outside world", while being "punished" any rehabilitation and deterrence are lessened, if not negated. Our In-House Suspension Program has made a difference in rehabilitation and deterrence.

Students are placed in an In-House Suspension setting after they have been afforded a full meeting concerning the infraction(s). The vast majority of students understand the seriousness of their offense(s) and realize that some disciplinary action is appropriate. They are informed that

they will be expected to work throughout the day(s) of suspension on regular class work assigned by their teachers.

No more than two or three students at any one time are placed on "In-House." They are supervised throughout the day by a reliable and responsible substitute who is a certified teacher and who supports the in-house program. The supervisor is directed to keep a quiet, work-oriented atmosphere. Importantly, the substitute teacher/supervisor is instructed to assist/tutor the students, as any teacher might.

The student also meets with his guidance counselor as a part of the supervision. Our counselors may choose to see the student during the day(s) of supervision or wait until the following day, when the student's reaction to the "In-House" experience may be more evident.

Formal evaluation is difficult. We have compiled statistics for each year. Out rate of recidivism remains low. Our faculty remains committed to this program because students complete work, take tests, view films; in short, stay involved with their class work. Administrators remain committed to this program - it incorporates each of the three characteristics referred to earlier.

Students, as much as is possible, accept this program as an acceptable alternative to Out-of-School Suspension. We feel that students generally want to do well and expect and respect discipline when they are disciplined appropriately.

Parents want to know that the school is making every reasonable attempt to remediate and redress student behavior.

In short, teachers, administrators, parents - all members of the school community - have reason to want this program to continue to succeed. That is probably the main reason why the program does continue to succeed.

In accordance with the requirements of the Board of Regents, the Amherst Central School District has adopted a Code of Conduct and Discipline. As per this code, In-House Suspension is one of the possible consequences for violations in such areas as tardiness, truancy, insubordination, use of controlled substances, and vandalism. For example, a 10th late pass makes in-house suspension automatic.

When a student violates the Student Behavior Code, the teacher uses the DISCIPLINE MEMO on the next page to describe in detail the reason for referring the pupil and sends the memo with the student to the assistant principal

in charge of the In-House Suspension Program. Staff are also encourage to call the assistant principal to make sure the student has arrived in the office.

DISCIPLINE MEMO

STUDENT NAME

DATE

COPIES TO:
WHITE — ASST. PRIN.
YELLOW — COUNSELOR
PINK — WRITER
GOLD — PARENT

FROM

TO: ASSISTANT PRINCIPAL

When a student is assigned to In-House Suspension, a phone call is made to the parent(s), and the letter below with a copy of the teacher's memo is sent to the parent(s).

From the Desk of _____

Diane Eklund Klein

TO: Parents of

FROM: Diane E. Klein

DATE:

_____was sent to the office _____. The enclosed memo states the reason(s) why and the consequences _____ received for his/her actions.

_____is aware that you will be receiving a copy of this memo.

Thank you.

Any teacher who has a student from his or her class in the In-House Suspension Program receives a copy of the notice below indicating when the student will be suspended and requesting work for that student.

TO: Teachers of

FROM: Diane E. Klein

DATE:

_____ will be in In-House Suspension on _____.

Please send to the office by _____morning (9:00 A.M.) any homework you might have for _____ to complete.

Thank you.

DEK:hp

The IN-HOUSE REPORT below, on blue paper, is (1) completed during the time the student is in In-House Suspension, (2) contains a description of all the assignments completed during the time the student is in In-House Suspension, and (3) kept in the student's file.

Student:_____ IN-HOUSE REPORT Grade: ____ Reason: _____ DATE: _____

	Teacher	Assignment	Work Completed	Returned
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Students are also given an assignment by the Assistant Principal who directs the In-House program. This assignment contains readings, and requires written responses to questions that directly relate to the reason for the student'(s) suspension. The aforementioned person meets with the student, discusses his or her responsibilities, and whenever appropriate, the student reads the actual text of laws dealing with the specific infraction. Occasionally, students borrow from assorted novels/non-fiction books and that deal with teenagers and adolescent problems. The work packets have have been developed from:

Bingham, M., Edmondson, J., & Stryker, S. (1984). Challenges: A young man's journal for self-awareness and personal planning. Santa Barbara, CA: Advocacy Press.

Bingham, M., Edmondson, J., & Stryker, S. (1984). Choices: A young womens journal for self-awareness and personal planning. Santa Barbara, CA: Advocacy Press.

Suspension Learning Packet System. (1987). The discipline advantage. Lisle, IL: Advantage Press.

Riekes, L., Ackerly, S. M. (1975). Juvenile problems and law: Law in action series (2nd. ed.). New York: West.

The packet below is one of a number available to be given to the ISS teacher who gives it to the student after he or she completes the regular class work. The completed work is returned to the assistant principal in charge.

SUSPENSION PACKET #1: FIGHTING

INTRODUCTION

You have been given a suspension for fighting with another student. While you are on suspension, you are to read this Suspension Learning Packet and complete the exercises in the Student Response Packet. It is expected that this material will be completed before you return from your suspension. If you have questions about the material, you should ask for help.

Schools are designed to be safe places for students to work and learn. Students will learn better if the environment is quiet, comfortable, and safe. When school is disrupted by fights, not only are the students who were fighting involved, but all of the students are affected.

Usually, it takes two to make a fight. It can be assumed that one of the two students fighting could have done

something to prevent the fight. Since neither acted to solve the problem, both are punished for it. Almost all schools suspend students who fight. It is hoped that those involved will be more settled and cooperative when they return to school.

FIGHTING: SITUATION

Situation Number one.

John was small for his age. Although he was in seventh grade, he could pass for a fifth grader. Because of his size, other students picked on John quite often. For instance, they made fun of him in gym when the gym teacher had to lift him to the chinning bar. They also made fun of him on the bus when the driver told him to sit up. John became more and more bitter as his seventh grade year progressed. John figured the only way he could overcome his reputation was to lash out at those who made fun of him.

John waited for someone to make a comment about his size. When it happened, he was ready. It all happened one day in social studies class when Jim said "hey runt, can I borrow a pencil?" Without warning, John got out of his seat and pushed Jim as hard as he could. Jim, who fell out of his seat, jumped up and pushed John to the ground. When the teacher got to them, both boys were wrestling on the floor of the classroom.

Situation number two

Steve had a problem with his temper. His mom and dad had experienced it for years and did not know how to handle it. Both hoped he would "grow out of it." When Steve was in eighth grade, his temper was well known among the other students. Many liked to tease Steve just to see him lose control and get into trouble.

The lunch periods were especially bad for Steve. The other students soon learned if they threw things (like straw wrappers) he would get very frustrated and yell or throw things back. Unfortunately, for Steve, he was usually caught by the lunchroom supervisor and would then spend the rest of the lunch period cleaning up around the tables. As Steve went about his clean up duties, the others would poke fun at him or continue to provoke him. Often, Steve became so angry that he started screaming at the others and then would be sent to the principal's office. Once, during lunch, Steve surprised the other students. When Fred tossed a candy wrapper at him, Steve got up from his table and hit Fred as hard as he could.

Situation number three

Judy did not have any friends. She lived alone with her mother. Judy did not have stylish clothes like many of the other students did. She hated coming to school because she was sure the others made fun of her behind her back. Judy did not think it was fair that some kids had all the money, happy families, and fancy things, while others like her, had nothing.

One day when Judy walked into the girl's washroom at school she saw Sue, Mary, and Doreen putting on make-up and giggling. As she looked at them, she felt the rage build up inside her. There they were in their fashionable clothes, with designer purses, and expensive make-up. It was not fair! She pushed into Doreen and scratched her arm as hard as she could. When the others started screaming, Judy lashed out at Mary's face and scratched her. Finally, a teacher rushed in and pulled her away. The last thing Judy remembered was Mary covering her face with her hands and crying.

Situation number four

Bob and Dave had been friends for years. They lived on the same block, went to the same grade school, were in the same Cub Scout pack, and were now in most of the same classes in seventh grade. They even went on camping trips together, and once went on an overnight bike trip together.

A new boy moved into the neighborhood and quickly struck up a friendship with Dave. Bob did not pay too much attention at first, but when Dave started to spend all his time after school at the new boy's house he became concerned. One day during school Bob told Dave to meet him after last period, so they could go to the store and get some baseball cards together. Dave said he could not. Bob got angry and told Dave he had to meet him or they could never be friends again. Dave shrugged and said "so what?." With that, Bob pushed Dave hard into the lockers. Dave pushed back and soon the two boys were slugging each other.

Situation number five.

Bruce was a pretty sensitive eighth grader. He stood out from his classmates primarily because of his red hair. He was well liked, but shy. He tried out for the basketball team every year, and just missed the second cut every year. He tried hard in school and was a solid "B" student. His teachers constantly told him that he would get better grades if only he would participate more in class. Bruce had a

couple of very good friends and, in general, got along well with most students.

One day in gym, Pat, a boy with a reputation for getting in trouble, was very upset with Bruce for striking out in a softball game. Pat pushed Bruce as he came back to the bench. Bruce did nothing as Pat called him a sissy and challenged him to a fight. Bruce turned the other way and looked for the gym teacher. Pat laughed and called him a "chicken," pointing out that the teacher was in the gym. Bruce, feeling brave, started calling Pat more names. Bruce could take no more so he stood up and hit Pat as hard as he could. The two boys fell to the ground fighting.

FIGHTING: CAUSES

Why do students fight in school? As you have read in the preceding pages, there are many different reasons for fights. Fighting can be caused by someone losing his temper. Fights can also be caused by someone being extremely frustrated about something. Some people look at fighting as built up energies needing to be released. When students become frustrated with something, for example, that frustration stores up until it explodes into some type of destructive action. Sometimes young people get into fights because they are very concerned about their reputation. They are worried about not getting the respect they feel they deserved. They see fights as ways to gain recognition or keep the status they think they have.

FIGHTING: CONSEQUENCES

When a student becomes involved in a fight at school, several things happen to that student. First, whether the student started the fight or not, news about him or her being in a fight travels quickly throughout most of the school. In a brief period of time other students are asking each other if they have heard about someone being in a fight. Then, rumors about the cause of the fight, and who got the worst of it, begin to grow.

One immediate consequence of fighting is the way in which it changes a student's image. As rumors about the fight are spread around the school, the reputations of the students involved quickly change. If a student was never before involved in a fight, he suddenly has the reputation of being "a fighter." If a student has been involved in fights before, he finds his image changed to the point where he might now be considered a "bully." When the students come back from a suspension for fighting, this reputation change is often quite evident. They may find some students non longer wish to be friends with them because they do not want

to be around "fighters."

Another consequence of fighting is the school punishment you receive. On this occasion, you have been suspended from school. You must work hard to explain the situation to your parents, your teachers, and your friends. Your ability to handle this problem will, in large part, determine the extent to which this suspension effects the way people think of you.

Many middle school students are interested in getting good grades, being on some type of team or club, and eventually, getting a good job. Good grades and team membership go hand-in-hand with getting a good job. The reputation you develop in middle school can easily follow you into high school and even the job market. Employers also are very interested in employing people who have shown an ability to cooperate with teachers and get along with others. If you are now beginning to develop the reputation of a "trouble maker," you should think very seriously about how it might hurt your opportunities late.

FIGHTING: ALTERNATIVES AND METHODS OF PREVENTION

How can you stay out of fighting situations? Each situation will call for you to use a different method of prevention. The first requirement is for you to really <u>want</u> to stay out of a fight. If you are the type of person who can honestly say that you never again want to be suspended from school for fighting, then you have already taken the first (and most important) step.

Situations may arise where you feel that you have no choice but to fight another person. Sometimes you may feel your "good" reputation is at stake and that others will see you as less of a person if you do not fight. Then, at times, it seems that you have al this energy in you and you cannot help but release it by fighting. And there are situations that you find yourself in where it seems you cannot control yourself. How can one possibly overcome all these problems?

A student who feels his reputation is at stake has to be able to think quickly and talk his or her way out of a fighting situation. There is always a compromise that can be reached where no one has to "lose face." Nine times out of ten if two people keep talking the fight will never get started. If someone calls you a name for striking out in a baseball game, you can talk about the pitcher or the sun in your eyes or say "Hey"!, he's putting some crazy spin on the ball but I think if you shift in the batter's box a little when you're up you might be able to hit it better than I did." This type of statement is an immediate reminder that both of you are on the same team.

A student who feels the energy building up inside and who has a hard time controlling his temper, must be able to take charge of both the situation and himself. As you become older, more people expect you to demonstrate what is called "self discipline" or "self-control." When you enter the world of work you might find yourself in a job situation where, because of the pressure, these qualities would come in handy. Usually, the more pressure, the higher one's salary. Ability to cope with pressure will help you handle the job (and maybe even get a raise!). One of the most important things you can do when you feel this pressure is to ask yourself some questions.

- What is happening to me?
- How can I get out of this situation?
- Where is this situation going and what might happen?
- How important is this problem or situation to me?

This last question is especially important: you should try to put the situation in perspective. If you can anticipate what might happen, you can better judge what you should do. By assessing the importance of a situation you will be able to see that what is occurring is probably not so important that you would want to be suspended for it. If you can look down the road a bit and see the way fights, suspensions, and losing your temper can hurt your chances for success, you have a very good chance at beating that temper.

The best way to start this change is by setting goals for yourself. Students who write two or three goals to help them Improve their behavior are not only showing others they are growing up, but they are also preparing a plan for their own actions. This shows maturity and good judgment. Some examples of goals that other middle school students have set for themselves are listed below. You might find some of these to be of help for you. These statements could also give you some ideas for goals that you can write for yourself.

1. I will try not to lose my temper. I will relax and take it easy before I do or say anything when I am angry.
2. I will think before I act. I will also wait a couple of minutes when I am angry before I say anything I might regret.
3. I will be more patient with others. I will also try to keep things in perspective. I know that baseball games are not the end of the world.

4. I will have more fun when I get involved in games. I will also play for enjoyment rather than to try to win at any cost.

On the next pages, you will find some questions about getting along with others. You will answer the questions in the space provided and turn the completed packet into the office when you return from your suspension. Your answers will be reviewed and it will be determined if you will have to complete additional work for your misbehavior. If your work is satisfactory, this suspension is completed.

STUDENT RESPONSE PACKET #1

FIGHTING (1) NAME _____

DATE _____

GRADE _____ HOMEROOM _____

INTRODUCTION

These pages are designed to help you apply some of the information in the learning packet to your own discipline situation. The purpose of the response form is to check your understanding of the importance of controlling your behavior, how you react to punishment, and how problems of a similar nature can be avoided through goal setting.

QUESTIONS

Answer each in the space provided. If more room is needed, you may use the back of the page. Make certain your answers are in complete sentences. Proper grammar and correct spelling are expected. This packet is to be turned in at the school office when you return from your suspension.

1. You were suspended from school for fighting. In one paragraph, fully explain what happened. Include names, times, and places. Be honest and fair, in your description.

2. Was this a "spur of the moment" fight or had it been developing for some time? Explain your answer in one paragraph.

3. Describe the person with whom you fought. Give as many details about the person as possible.

4. Sometimes when you read about someone you can begin to "identify" with him or her. This happens when you see the person you read about has some traits or characteristics similar to your own. If you are a basketball player and then read about someone who plays basketball, you can "identify" with the person to some extent. In the Suspension Learning Packet, you read about five different students who were involved in situations that led them to become involved in a fight. Which of the five students is most like you? Write a paragraph describing the similarities.

5. In situation number one in the Suspension Learning Packet, you read about John. Why do you think John got into a fight?

6. What could John have done to prevent this fight? Write a paragraph explaining how John could have stayed out of a fighting situation.

7. In situation number two in the Suspension Learning Packet, read about Steve. Why do you think Steve got into a fight.

8. What could Steve have done to prevent this fight? Write a paragraph explaining how Steve could have stayed out of the fight.

9. In situation number three in the Suspension Learning Packet, you read about Judy. Why do you think Judy got into a fight?

10. What could Judy have done to prevent this fight? Write a paragraph explaining how Judy could have stayed out of the fight.

11. In situation number four in the Suspension Learning Packet, you read about Bob. Why do you think Bob got into a fight?

12. What could Bop have done to prevent this fight? Write a paragraph explaining how Bob could have stayed out of the fight.

13. Institution number five in the Suspension Learning Packet, you read about Bruce. Why do you think Bruce got into a fight?

14. What could Bruce have done to prevent this fight? Write a paragraph explaining how Bruce could have stayed out of the fight.

15. Choose any one of the five situations you read about in the Suspension Learning Packet and pretend that you have been given the job of trying to keep the student from getting into another fight. What would you say to convince him that fighting is not the answer to a problem? Your answer should be in the form of a statement that would make him or her want to listen and follow your advice and must be at least one page in length.

16. If you could change one thing about the way you think or act, what would it be? Explain your answer in at

least one paragraph.

17. What might your parents think about you being suspended? Explain your answer in about one paragraph.

18. Do you think being suspended for fighting makes your friends like and respect you more? Explain your answer.

19. Do you think you will become involved in another fight in school? Why or why not?

20. What could you have done to have prevented this fight from ever happening? Why did you not do this?

21. Assume your friends are talking about the fight you were in before school or during lunch today. What do you think they are saying?

22. If you could change one thing about your reputation at school, what would it be? Explain why you would change this.

23. What do you think your teachers think of you now that you have been suspended for fighting?

24. What could you do tomorrow to get your parents and your teachers to think better of you? Your answer should list at least two specific things that you can do.

25. List three goals you can set for yourself to prevent future suspensions from school. These goals should be realistic and should show mature thinking on your part.

1.

2.

3.

Baldwin Senior High School
Baldwin School District #10
High School Drive
Baldwin, New York 11510
(516) 223-8100

Contact Person: Dr. Peter K. Lynch
Principal, Baldwin Senior High School

FACILITY: Baldwin Senior High School is a suburban 10th through 12th grade high school with approximately 1,700 students and located on Long Island about 25 miles from New York City.

BACKGROUND: The In-School Suspension program has been in operation for more than eight years, and the guidelines for the program are updated continually. The In-School Suspension program is housed in a separate room and is supervised by a licensed teacher at all times.

Most discipline problems are handled by two deans. Each dean is responsible for two grades per school year. Each year, though, the two deans switch or flip flop the two grades each was responsible for the year before.

Special education students are included in the In-School suspension program.

IN-SCHOOL SUSPENSION

According to the STUDENT/PARENT HANDBOOK of Baldwin Senior High School, "In-school suspension is a full-day suspension during which time students do not attend their regular classes. Instead, they are assigned to a particular room within the school building, and expected to complete assignments from their classes and to participate in a reading program which is supervised by the reading teacher in charge of the suspension room. Students must make up the work missed because of a suspension.

An in-school suspension assignment means that a student is not permitted to participate in any extra-curricular activities for that day and evening."

The Handbook also has a section titled CODE OF BEHAVIOR that lists under Disciplinary Measures, 33 Corrective Measures. that can be taken for any of 47 Offenses. Some of the 33 Corrective Measures include parent contact by teacher/staff, before and after school detention, in-house detention, work crew with custodial staff, suspension (in-house), suspension (home), and others.

Some Offenses call for any of 10 possible Corrective Measures, one of which is in-house suspension. Those Offenses that call for Corrective Measures that include in-house suspension are: assault; cheating; class cutting; destruction of property; disrespect; disruptive behavior; dress code violation; extortion and bullying; excessive absences (illegal); excessive absences (legal); failure to carry/present ID; failure to report to detention; false alarms; fireworks; forgery; fighting; gambling; inappropriate display of affection; insubordination; lateness to school (illegal); littering, loitering - after school; leaving school without permission; misuse of cafeteria privileges; no absence notes; obscene literature, language, remarks, and gestures; profanity; possession of drugs alcohol; possession of radios, Walkmen, Watchmen; possession of weapons; sale of drugs or alcohol; slander (or libel) against a faculty member; smoking in building/school grounds; smoking on school bus; school bus misbehavior; snowball throwing; theft; tardiness to class; use of drugs or alcohol; unauthorized presence in building/corridor; violations of spectator code; and violation of vehicular/parking regulations.

When a student commits an offense related to the school's CODE OF BEHAVIOR, a teacher completes the green DISCIPLINARY REFERRAL FORM on the next page, and, depending upon the student's grade level, sends the form to one of either of two deans. Although the teacher can request In-School Suspension for the student, the dean consults with the teacher and department chairperson and sends his or her recommendation for the corrective measure to be taken to principal who makes the final decision.

DISCIPLINARY REFERRAL FORM
Baldwin Senior High School
Baldwin New York

Student's Name _____ Grade _____ Phone Number _____

(Chairperson's Use)

Teacher's Name _____ Date _____

I. Specific action(s) taken by the classroom teacher: _____

II. Forms relevant to the following disciplinary referrals will be sent to the Department Chairpersons.

_____1. Unprepared to class (no notebook, homework, etc.)
_____2. Lateness to class
_____3. Cheating
_____4. Food in class
_____5. Talking in class
_____6. Poor behavior on fire drill or between periods
_____7. Overdue texts and instructional supplies
_____8. Writing on desks
_____9. Detention Assignments
_____10. Failure to follow classroom rules (i.e. gum chewing)
_____11. Walkmen, radios, and watchmen in building
_____12. Conference with parents and teachers re: behavior
_____13. Other (explanation below)

II. Forms relevant to the following disciplinary referrals will be sent to the Dean of Students.

_____1. Fighting/injuring another student
_____2. Major disruptive behavior (e.g., abusive language, profanity)
_____3. Cutting
_____4. Destruction of school property
_____5. Smoking
_____6. Substance abuse
_____7. Theft
_____8. Inappropriate display of affection
_____9. Possession of weapons
_____10. Inappropriate attire
_____11. Other suspendable offenses as listed in Student Handbook
_____12. Parking on school grounds.

Please note: Student is not to be sent out of class unless absolutely necessary.

III. Comments (additional space on back of form): _____

Teacher's Signature: _____ Date: _____

IV. Action(s) Taken:

_____(a) detention
_____(b) suspension
_____(c) phone contact with parents
_____(d) conference arranged
_____(e) guidance counselor informed

Other comments/notes: _____

_____
Dean or Dept. Chairperson (date)

All forms will be returned to the department chairperson or supervisor.

786

Once the corrective measure decision is made, the OFFICE OF THE DEAN form below, on pink paper, is completed and handed to the student. The student is also told what day he or she is to report to In-School Suspension, given the list of rules, and the form is taken home to be signed

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by the student's parent.

OFFICE OF THE DEAN
Baldwin Senior High School

Date of Suspension _____

_____
Student's Name

Periods _____

TO: Students on In-School Suspension

RE: Guidelines for Room 725 (Suspension Room)

DURING YOUR SUSPENSION IN ROOM 725, THE FOLLOWING GUIDELINES WILL APPLY:

1. PARENT CONTACT: Have your parent call 223-8100, Ext. 252/253 Grades 9 & 11 and 340 and 341 Grades 10 & 12 before 9 a.m. to acknowledge the suspension. If this is not possible, have your parent or guardian sign below and submit it to the Dean before the beginning of the suspension.

2. MATERIALS NEEDED: Bring with you a pen and pencil and assignments from your regularly scheduled classes. Specifically, it is expected that you will have homework and assignments from the major academic subjects. Bring your lunch.

3. SIGN IN: Upon arrival in Room 725 sign in with Mrs. Funk. She will have a list of students assigned for that day.

4. LENGTH OF SUSPENSION AND TERMS OF SUSPENSION: Unlike regularly scheduled school days, there are no between-period breaks in the In-School Suspension Room. This is a full day assignment, and you will follow suspension room schedule not your own.

5. LUNCH PERIOD: You will not be permitted to leave 725 for lunch. Lunch, if you wish to eat while you are suspended, must be brought from home. The teacher in charge will tell you when you may eat.

6. CURRICULUM FOR THE DAY: During the day a reading survey will be taken by Mrs. Funk. This survey takes about a period or a period and a half, and your cooperation is urgently requested. Students who are suspended are not permitted to attend or to participate in extracurricular activities on the day of the suspension.

7. RECORD OF WORK COMPLETED: Please keep a record of the work that you do during the day; this record will be submitted by Mrs. Funk to the Dean at the conclusion of the eighth period.

8. ABSENCE FROM SUSPENSION: If you are ill and cannot report to school on the day of the scheduled suspension, you must call the Dean's Office by 8 a.m. (223-8100, Ext. 252/253, Grades 9 & 11 and 340/341, Grades 10 & 12.)

Any person not following these guidelines will be reported to the Dean of Students. Obviously, a disciplinary referral on top of suspension would be most unfortunate. This should not be necessary and will not be tolerated. Thank you for your adherence to these guidelines.

_____
DEAN OF STUDENTS

Parent/Guardian's Signature _____
(Acknowledging Suspension)

DATE OF ISSUANCE _____

JFD:dk

At the same time, the OFFICE OF THE PRINCIPAL on page 51, on yellow paper, is sent to the student's parent(s).

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OFFICE OF THE PRINCIPAL
BALDWIN SENIOR HIGH SCHOOL
Baldwin, N. Y. 11510

TO:

RE: Notification of Pending In-School Suspension
Student's Name _____ Grade_____ H. R. _____
Guidance Counselor:

Date of Notification_____ Date of Suspension_____

Previous Number of Suspensions in Current School Year:_____

Please Note: A second suspension during the same school year will result in your child's being "campused" for the next ninety school days. The Closed Campus procedure is detailed in the Student/Parent Handbook.

Dear

In accordance with Section 3214 of the New York State Educational Law the Dean of Students has requested that your child be suspended for the following reason(s):

As Principal of the Baldwin Senior High School, I am suspending your child for the reason(s) and date(s) specified above.

Please contact _____ at 223-8100 to acknowledge receipt of this notice and to discuss further recommendations which may be necessary.

During the suspension, the following guidelines are to be followed:

1. The student will report to Room 725 at 7:42 a.m. on the date(s) indicated and will remain in that room until the end of period nine (2:34).

2. Students are to bring their lunch if they wish to eat and must eat it in the suspension room. Students will not be released to get lunch.

3. Instructional work in Study Skills and Reading will be provided during the school day under the supervision of the teacher assigned to the room.

4. The student is not to participate in or attend any extra-curricular activities for that day.

As an important follow-up of this suspension, I have requested your child's guidance counselor to meet with your child to discuss future positive steps which hopefully will modify behavior(s) which have resulted in this suspension. Your cooperation in assisting us in this effort is greatly needed and sincerely appreciated.

Please indicated in the space below a number where you can be reached during the day if this alternative suspension program must be terminated because of illness or poor behavior.

Sincerely,

Dr. Peter K. Lynch
Principal

Phone #_____
(Please have your child return this form to the Dean's Office.)
Copy to Dr. Jones
Miss Poppe
Mr. Zino
Attendance
Guidance
File

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The following two page form is completed by the student to provide the teacher in charge of the In-School Suspension room with information about the student.

PLEASE WRITE YOUR SCHEDULE, PROGRAM, COURSE, TRACK AND TEACHER ON THE BACK OF THIS SHEET.

NAME _____

DATE _____ GRADE _____ HOMEROOM: _____

REASON FOR SUSPENSION _____

_____

_____

COUNSELOR: _____

ENGLISH TEACHER _____

TIME ARRIVED _____

PERIOD 1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

Declaration: _____

_____

_____

(Signature) _____

PERIOD	SUBJECT	TRACK	TEACHER	MARK
1				
2				
3				
4				
5				
6				
7				
8				
9				

THE BIRCHWOOD SCHOOL
Clarkstown Central School District
214 Sickeltown Road
West Nyack, New York 10994
(914) 358-8830

Contact Person: Mr. Art Jakubowitz
Principal

FACILITY: The Birchwood School is a special education day school using the therapeutic model with approximately 72 students. The school is a suburban school located in Rockland County and about 25 miles from New York City on the West side of the Hudson River and just North of New Jersey.

Birchwood creates a supportive, reassuring environment for K through 12th grade children having significant emotional, behavioral and learning problems. The school provides a highly structured and individualized program of remediation and rehabilitation.

BACKGROUND: An important segment of Birchwood's therapeutic environment is the availability of an "in-house" room. This is a specific room which is physically divided into four sections with immovable partitions. Each section contains one student desk and chair, with a teacher's desk and chair situated at the door. An "In-House" supervisor, specially trained to help the student re-channel his or her negative behavior and return to the classroom after a specified period of time, is on duty at all times.

IN-SCHOOL SUSPENSION ROOM

The students in each classroom are presented with an explicit set of rules and consequences. The individual student then has the freedom of choice to follow the rules which result in positive reinforcement, or to break the rules resulting in specific consequences. An example of this is the completion by the student of an assigned academic task, which will earn that student "free-time." Loss of this free time would be the consequence for refusing to do the specific assignment. The BIRCHWOOD SCHOOL RULES are presented on the next page.

BIRCHWOOD SCHOOL RULES

1. When coming off the bus, students will report directly to their homeroom (no nurse, cafeteria, bathroom, etc.). When changing classes, students will report directly to their appropriate destination.
2. Students will interact appropriately with other students and teachers. They may not engage in physical contact in any way (teasing, wrestling, headlocks).
3. Possession or suspicion of drug and/or alcohol use in school or suspicion of being under the "influence" upon arriving at school is cause for immediate suspension. The police may be contacted. A parent conference will be necessary before the student will be allowed to return to school.
4. Student safety is a prime concern of the school. Students may not tease or threaten others.
5. Smoking is not permitted on school property, during school time, on the school bus or on field trips. This includes the display of cigarettes and any passing or selling of cigarettes/cigars. Lighters and matches are also not permitted to be displayed in school. These items will be confiscated and returned at the discretion of the principal.
6. Students must have a visible pass when in the hall. Wood passes are for bathroom use only.
7. Students must ask permission of the homeroom teacher before entering another teacher's class. If a teacher or teaching assistant is not present in the other class, no student will be permitted in that room.
8. Students will be responsible for payment of any deliberate destruction and/or loss of school property.
9. Students may not interfere with another class's activities during free time.
10. The police will be called if any unauthorized persons are on school grounds.
11. The throwing of snowballs is not permitted on school grounds.
12. All students must remain within their classroom, with supervision, until called for their bus. A student may not step beyond the black line in the classroom.
13. Radios may be brought to school, but the following rules will hold:
    a) Prior permission must be obtained.
    b) The radio may only be played at times and in areas designated by the teacher (never in the hall).
    c) If the above rules are broken, permission to bring a radio to school will be revoked for a period of time.
14. In-house is a time for students to regain their controls and then return to class. Socialization is not permitted during in-house or socialization with students assigned to in-house.
15. Students must have an adult escort them to the lunchroom (one student may go with a pass).
16. Students may leave the school building only with a teacher's permission. If a student leaves school grounds and does not return within 10 minutes, the police will be called to ensure their safety. If a student returns prior to the 10 minute time limit, an appropriate consequence will be decided upon by the staff working with the student. Likewise, if a student leaves the school building without permission but does not leave the property, appropriate consequences will be enforced.
17. Students may only ride on their assigned bus. Bus changes will not be allowed. If a student is to be picked up by a family member, an explanatory note from the parent is required. Any student being picked up must be signed out in the office. Students with driving privileges are not permitted to transport other students.
18. Food may be eaten in a classroom with teacher permission. Food may not be taken out of this room to another location.
19. Students must maintain appropriate behavior when riding on the bus. Any violation of the bus rules will subject the student to disciplinary action which could result in the denial of transportation privileges.
20. Students anywhere in the building or on school grounds must follow the direction of any staff member present. If the student wishes to discuss the direction given, he/she may do so, but the final decision will be up to that staff member.

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Some of the behaviors exhibited by a student may be disruptive to the remainder of the class. This behavior may range from a refusal to follow the teacher's direction to physical aggression and shouting in the classroom. The in-house room is most beneficial for the student who exhibits this behavior. Removal from the classroom for a period of time results in missing opportunities for positive reinforcement in the classroom. However, this is successful only when the student prefers to be with his class. For the student who manipulates to be removed from the classroom environment, this is not effective, and other behavioral modalities must be implemented.

When a student is assigned to the in-house room, the teacher decides on the length of time the student is assigned and completes the "In-House Form" below and on the next page. This form provides information to the in-house supervisor, stating the reason the student has been assigned to the room, how long he or she will be there, and exact instructions concerning work, etc. which the student is expected to complete.

IN-HOUSE FORM

NAME:_____

DATE:_____

TIME:_____

Reason for In-House:_____

_____

_____

Length of Time Assigned:_____

Instructions:_____

_____

_____

_____
Teacher's Signature

- -

Time Returned To Class:_____

Comments:_____

_____

_____

_____

It is the role of the in-house supervisor to enforce the teacher's directions, while ensuring that the atmosphere in the in-house room remains tedious. The student is positively reinforced for appropriate behavior while assigned to in-house room. If a student's behavior is not appropriate, he or she is reminded that the time to be "served" does not begin until "in-control" behavior is exhibited. The RULES OF THE IN-HOUSE ROOM are listed below.

RULES OF THE IN-HOUSE ROOM

1. Students must remain in assigned seats. All four legs of desks and chairs must be on the floor.
2. Students may not interact with other students in the "in-house" room.
3. Students on "in-house" may not interact with students who are passing in the hallway.
4. All students assigned to "in-house" must have an appropriately filled out "in-house" form with them. Students without forms will be sent back to the teacher who assigned them to "in-house."
5. All students in the "in-house" room must follow the directions of the "in-house" supervisor.
6. At no time may there be radios of any kind used in the "in-house" room.
7. Writing on walls or desks is not allowed.

In many instances, the teacher will agree to a shortened period of "in-house" as a reinforcement for exceptional behavior on the part of the student. The reverse may also be used for the student who is having great difficulty in accepting the in-house environment. The student may be given an extended period of time if all attempts to help him or her remain in control have failed. The in-house supervisor works closely with the teacher and clinician so that an individualized approach can be developed for each student.

The in-house supervisor has the availability of the crisis-intervention teacher, the principal, and the student's therapist if it is felt that the pupil is not able to manage time in in-house. In such a case, the student may be reacting to a specific problem at home or in school which requires additional time with a therapist or another staff member.

For those extremely disruptive students who have not been successful with traditional methods, a "step-system" program may be implemented. This program is a series of steps which are formulated by the teacher, the principal, and with student input, in an attempt to assist the student in gaining self-control before a major crisis erupts. One of the steps in each system is a period of time on in-house. The in-house supervisor is provided with a copy of the involved student's step-system and is included in the implementation process. In this way, the student is provided with assistance and every opportunity to regain control before reaching the final step, which may include a one-day suspension from school. The step-system has proven to be very successful with those students requiring a higher level of support in maintaining self-control. A student's completed step-system is shown below.

Steps

Step I: Warning from teacher/teaching assistant.

Step II: Five minute walk with teacher/teaching assistant, if possible.

Step III: Time in quiet room with Jim, if available - 10 min maximum

Step IV: In-house room, if assigned.

Step V: Meet with Mr. J.

Step VI. One day suspension from school.

After meeting with Mr. J. must complete in-house requirement.

Difficulty in any step moves you on to the next one.

PRINCIPAL Juanita Fierro TEACHER

STUDENT

Additional benefits have resulted from the establishment of Birchwood's in-house room. Previously, disruptive students were returned to the classroom after time with the crisis-intervention teacher. Frequently, these students were in need of additional time away from the classroom in order to stay in control for an extended period of the day. Without the availability of the in-house room, those students had outbursts throughout the day, causing an ongoing state of disruption in the classroom. This student disruption has been almost entirely eliminated since the inception of Birchwood's in-house room.

In addition, the trained in-house supervisor develops strong relationships with many of Birchwood's troubled youngsters. These relationships can be utilized in a positive manner by allowing the student to earn time alone with the in-house supervisor when he or she is not needed in the in-house room. This has resulted in a positive behavior modification tool for the classroom teacher, who is able to advise a student that if he or she manages to remain in control and completes assigned tasks, a period of time may be spent with the in-house supervisor.

Birchwood's teaching staff has come to look upon the in-house room as another positive step in working together to return as many students as possible to the mainstream. Birchwood students look upon the in-house room as a place to consolidate all of their strengths needed to gain self-control, especially during those times in which they feel unable to deal with the classroom environment.

CLARKSTOWN NORTH HIGH SCHOOL
Clarkstown Central School District
Congers Road
New City, New York 10956
(914) 638-2612

Contact Person: Mr. Angelo Speranza
Assistant Principal - 9th & 10th Grades

FACILITY: Clarkstown Senior High School is a 9th through 12th grade suburban high school with approximately 1,600 students and located about 35 miles north of New York City on the west side of the Hudson River.

BACKGROUND: The In-House Suspension program at Clarkstown High School North was started in 1975 to satisfy the needs of the school and Community. Prior to establishing the program, students were suspended from school with parental knowledge and with little supervision or instruction. Therefore, the program was created to (1) better supervise students who were suspended, and (2) provide some instruction to these students.

The In-House Suspension program is currently supervised by a young man who is a college graduate working toward mathematics teacher certification. He has excellent rapport with the students, coaches sports, and attends many of the school's extracurricular activities.

The In-House Suspension "room" is located in a corridor that exits to the outside at a vacant area of the high school because no classrooms are available. Additionally, this area of the building is in the school's lower level and does not experience much student traffic.

Special education students who are suspended are included in the In-House Suspension program. However, the special education students with more serious or severe conditions are suspended to the student's home.

The following regulation is reprinted from section VI. DISCIPLINARY CODE FOR STUDENT BEHAVIOR-SPECIAL EDUCATION, K-12. "Although a handicapped student is not immune from disciplinary measures, school authorities must first establish that the student's misconduct is not simply a manifestation of the handicapping condition. Although emergency disciplinary measures may be taken to protect the well-being of the subject student or others, a COH hearing should be scheduled as soon as possible to determine whether the offending behavior is a manifestation of the handicapping condition. If so, a change in the IEP to address the behavior' should be considered. If not, normal disciplinary procedures may be pursued. However,

disciplinary measures which constitute a change of placement require the recommendation of the Committee on the Handicapped and approval by the Board of Education."

IN-HOUSE SUSPENSION

Clarkstown High School North has a student handbook titled Clarkstown H.S. North and You, and a faculty handbook titled Clarkstown High School North Teachers' Handbook.

The student handbook is divided into six sections that include Academics, Student Services, Extra-Curricular Activities, Conduct and Discipline Policy, and Guidelines Regarding Drug Abuse. The Table of Contents in the teacher's handbook includes the areas of Philosophy and Objectives - Calculating Averages, Rules and Regulations, and Responsibilities.

Although North High School has three assistant principals, two of them supervise the In-House Suspension program. One assistant principal supervises the 9th and 10 grade students and the other assistant principle supervises the 11th and 12th grade students and their respective In-School Suspension programs.

Continuing under the CONDUCT AND DISCIPLINE POLICY is section V. DISCIPLINE CODE. "When large numbers of people congregate there are rules that apply to make the environment safe. In schools, rules apply, not only to make the environment safe, but also to provide an atmosphere where everyone can learn."

The section DISCIPLINARY CODE FOR STUDENT BEHAVIOR-SECONDARY STUDENTS contains the following five sections: A. Engages in conduct which is:. B. Endangers the safety, morals, health or welfare of others by an act, including but not limited to:, C. Engages in any of the following forms of academic misconduct: D. Engages in conduct violative of the board's rules and regulations for the maintenance of public order of school property., and E. Permissible Penalties-The range of penalties which may be imposed for violations of the student disciplinary code include the following:

Under the above noted section E., 15 sanctions are listed in sequential order. The first sanction is a verbal warning, and the 13th is in-house suspension. Furthermore, "Depending upon the nature of the violation, it is the board's desire that student discipline be progressive, i.e., a student's first violation should merit a lighter penalty than subsequent violations. It is also the board's desire that any employee or agent take into account all other relevant factors in determining an appropriate penalty. The

above penalties may be imposed either alone or in combination."

The policy also indicates that any teacher, administrator, board member, parent or other person may report a violation of the student disciplinary code to the building principal or his/her designee.

According to the Teacher Handbook, classroom teachers will administer disciplinary sanctions to their students as the need arises. Such sanctions may include assigned detention or conferences. Additionally, teachers are advised to use all available school and home resources to help solve a student problem.

However, when the student problem becomes "chronic," the teacher fills out a Student Infraction Report and forwards the report to the designated assistant principal who determines the appropriate sanction for the student's violation of the school's discipline code.

The STUDENT REPORT form is shown on the next page.

CLARKSTOWN HIGH SCHOOL NORTH

STUDENT REPORT

DATE _____

STUDENT NAME _____ GRADE_____

Submitted by (Teacher): _____

Purpose of Report (if cutting include period and subject)

_____

_____

_____

_____

_____

_____

Indicate action to date:

( ) 1. Student conference.
( ) 2. Detained after school.
( ) 3. Parental contact (phone no._____).
( ) 4. Other _____

_____

_____

_____

_____

_____

_____

ADMINISTRATOR:_____

When a decision is made by the assistant principal concerning the sanction to be used, the student's parent(s) or guardian is called on the phone and a letter is mailed.

A copy of the letter below in on a PC disk and is adjusted as per the disciplinary action taken.

Clarkstown High School North

Comrens Road, New City, NY 10956

MAIN: 638-2810
ANNEX: 638-2812
GUIDANCE: 638-2814

DANIEL W. NICHOLSON
PRINCIPAL
EVELYN C. LOMBARDI
GUIDANCE

ANGELO R. SPERANZA
JOHN J. DAVIDSON
ROBERT J. RIPPA
ASSISTANT PRINCIPALS

June 9, 1988

This letter will serve to inform you that your son, , has been suspended, under the direction of the Principal, Mr. Daniel Nicholson, for June 9, 1988. This was the result of being insubordinate to .

A school, like any community, must have a set of rules and regulations which govern its members. All students are aware of these rules and the penalty for disregarding them. This was further reaffirmed to at the time I discussed this matter with him in my office.

can return to classes on June 10, 1988. However, a conference in my office may be necessary prior to his being readmitted to school. If a conference is requested, telephone my office at 638-2612 for an appointment.

Your immediate attention to this matter is appreciated.

Very truly yours,

Angelo Speranza

Angelo Speranza
Assistant Principal
Clarkstown H.S. North

AS:ek
cc: Mr. Nicholson
Mr. Maloney

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The following IN-HOUSE SUSPENSION PROCEDURE is taken from the teacher handbook under Assignment to Student. "At the end of each day, the suspension counselor is to check with each administrative office for in-house suspendees for the following day(s). A request for work notice will be placed in each faculty member's mailbox when a student has been assigned to in-house suspension. **Each assignment should represent the equivalent of one period of work.** Upon arrival at school the next day, the counselor is to collect these assignments if they are already in the in-house suspension mailbox. If possible, the suspension counselor should check with each administrative office as early as possible in the school day for tentative suspendees. This will allow for more time to collect the student assignments.

At the end of each day, or at the end of a suspension period the supervisor is to place the completed assignments in the appropriate teacher's mailbox. **At no time should a suspended student be without work to do.** Periodically throughout the school year, the supervisor is to provide the suspension room with up-to-date material and tests, writing materials and emergency assignments which may be obtained from the department chairpersons.

The atmosphere of the suspension room is of great importance. Students are to be working in this room at all times. They must feel that their assignments are not just busy work and that their teachers will read and discuss these assignments in the near future. The time students spend in the in-house suspension room should be productive. Assignments should be completed, students should keep up with some of their class work, they can be spoken to on a one-to-one basis, psychological testing could be administered and counseling may be provided."

Following are the In-House Suspension Room rules:

a. Students are to report on time (7:30 A.M. to 2:04 P.M.)

b. Student will complete the work assigned them by their teachers.

c. All work is to be submitted to the In-House Suspension teacher prior to leaving for the day.

d. The Guidance Office will be notified of any student suspended.

e. Student are not to leave the room unsupervised.

f. All students are to be escorted to the Cafeteria after all lunches are over.

A. B. Davis Middle School
Mount Vernon Public Schools
350 Gramatan Avenue
Mount Vernon, New York 10552
(914) 668-6580

Contact Person: Mr. Peter Gentile
Principal, A. B. Davis Middle School

FACILITY: A. B. Davis Middle School is a small city middle school with a population of 800 students and approximately 22 miles north of New York City.

BACKGROUND: The In-School Detention (ISD) Room is staffed by teachers as part of their building assignments and by a full time substitute teacher.

Special education students are included in the In-School Detention Program

IN-SCHOOL DETENTION PROGRAM

In-School Detention at A. B. Davis Middle School is used as an alternative to an out of school suspension (DSP); examples of misbehavior which warrant ISD are:

1. bus misbehavior
2. cutting class
3. general misbehavior (repeated)
4. lateness
5. gambling
6. minor insubordination
7. leaving school grounds without permission
8. profanity
9. smoking in school.
10. snowballing.

Rules and Regulations for Students Assigned to DSP Room

1. When assigned to ISD room there will be no talking.
2. You will bring your textbooks and notebooks with you.
3. You will not leave your seat, or the room without permission.
4. You will bring you lunch to the ISD room.
5. You will complete various assignments as presented to you by your Academic Teachers. All assignments will be collected and returned to your Academic Teacher.
6. Once assigned to the ISD room, you will report with your coats, or other outer garments. You will not go to your locker before or after school begins.
7. Regardless of when a conference is held with your parents, you will remain in the room until you are

told you have been reassigned to your regular class program.

8. Any violation of the rules for this room will result in additional action such as a DSP out of the building.
9. Only one person at a time will be permitted to leave the room, and this will be only during the lunch break.
10. Any student involved with an after school activity while assigned to the ISD room will not be allowed to participate.
11. If you have any questions, ask. But only speak when you are given permission.
12. Dismissal will be at 3:15 p.m.

The letter on the next page is printed on blue paper and sent to the parent(s) of the student assigned to In-School Suspension or the ISD Room.

A.B. DAVIS MIDDLE SCHOOL

350 GRAMATAN AVENUE • MOUNT VERNON, N.Y. 10552
914-668-6580

WILLIAM C. PRATTELLA, Ph.D.
Superintendent of Schools

PETER GENTILE
Principal

DATE: _____

RE: _____

D.O.B. _____

Dear Parent,

The purpose of this letter is to advise you that the above student has been suspended from class for a period not to exceed five (5) school days pursuant to Section 3214 of the Education Law. Your child must report to an in-school suspension room, Room 312, effective as of _____.

You are hereby given written notice of the charges against your child in support of such suspension, which immediately follows: PARENT MUST CALL FOR APPOINTMENT FOR CONFERENCE.

An explanation of the evidence against your child in support of such charges(s) is as follows:

You have an opportunity to present your view and to discuss the problem(s) which caused this suspension. I urge you to arrange for a conference with me at which time every effort will be made to resolve this issue so that he/she may be returned to class immediately. The telephone number is 668-6580, ext. _____.

STUDENT IS REQUIRED TO BRING LUNCH FROM HOME WHILE ASSIGNED TO ROOM 312. DISMISSAL WILL BE AT 3:15 P.M., PLEASE ARRANGE YOUR OWN TRANSPORTATION.

Very truly yours,

Peter Gentile
Principal

Mrs. Barbara Cavalluzzi
Mr. Johnnie Ford
Assistant Principal

PG/lr
10/87

EMERSON VOCATIONAL HIGH SCHOOL
Buffalo Public Schools
1405 Sycamore Street
Buffalo, New York 14211
(716) 892-7451

Contact Persons:
Salvatore Sedita, Principal, or
Robert M. Barton, Assistant Principal

FACILITY: Emerson Vocational High School is an urban high school with a student body of 600. The Individualized Learning Center ILC room is a separate room within the high school building. Since January, 1988, the behavior modification concept has been enhanced by adding individualized student study carrels in the ILC room.

The individualized carrels have allowed: (1) students "time out" to reflect upon his or her lack of self discipline, (2) one on one counseling by teacher advisers, (3) students to be free from the usual distractions, (4) for a positive study environment, and (5) students to appreciate the regular classroom setting. To prevent graffiti and damage to carrels, students now inspect and sign in and out of the carrel.

BACKGROUND For the past few years, all high schools in the Buffalo Public Schools have organized Intensified Learning Centers. During the first few years of operation, Emerson Vocational High School's Intensified Learning Center was supervised by a different teacher each period. Starting with September of 1987, a teacher has been assigned to supervise the Individualized Learning Center as his sole responsibility. He is relieved one period per day by a different assigned teacher.

Although there are special education students in the school, the special education students are not included in the ILC program.

INDIVIDUALIZED LEARNING CENTER (ILC)

Emerson Vocational High School has a school HANDBOOK that has, in addition to other sections, sections related to In-School Suspension that include Discipline, Weapons Policy, Students' Rights and Responsibilities, Due Process, Cafeteria Rules, and Dress Code. According to the Emerson Vocational High School HANDBOOK, "One of the most important lessons that education should teach is discipline. It is the training that develops self-control, self-respect, a sense of direction, orderliness and inner strength."

The following provides information concerning the Detention/ILC Polices and Procedures.

Detention Policy

The primary objective of Administrative after school detention is to curb "to school" and "to class" tardiness. It is not the intention of this policy to interfere with or supersede any existing policies being utilized by the faculty members who have developed their own methods of handling class tardiness.

Students may be assigned to detention by the administration or for a variety of reasons.

Teachers are to assign students to detention solely for "to class" or to "Roll Call" tardiness. Teachers may not assign students to detention for any other reason.

The administration may assign students to detention for a variety of reasons based on input from faculty members.

Detention Procedure

1) Student Notification:

Teachers shall notify students and order student to report after school. Teachers will have students sign the bottom of a three part Detention Slip.

2) Administration Notification:

Teachers shall turn in the signed Detention Slip (part 1 white) to the Assistant Principal's office by 2:30 PM.

ILC Policy

The Individualized Learning Center (ILC) has been set up as an "in-house" means of behavior modification. The primary objective of the ILC program is to alter uncooperative, belligerent, and recalcitrant students behavior.

The assignment terms will vary contingent upon the student's behavior.

Students may receive terms of one day to three days of ILC. A three-day assignment automatically brings: 1) three days of detention, and 2) a parent conference.

The Administration reserves the right to make ILC assignment terms based on the severity of misbehavior

described in a DISCIPLINE NOTICE form submitted by faculty members.

Therefore, when a student violates the school's discipline code, the teacher completes the DISCIPLINE NOTICE form below and sends the form to the Assistant Principal who decides the consequences for the violation.

DISCIPLINE NOTICE — EMERSON VOCATIONAL HIGH SCHOOL

STUDENT NAME	ROLL CALL No.	DATE	TEACHER

OFFICE SIGNATURE

In addition, a student is assigned to the ILC when he or she fails to report to detention the day before. The DO NOT ADMIT TO CLASS form below is sent to the student's roll call teacher to notify him or her of a student so assigned.

DO NOT ADMIT TO CLASS

Date _____

Please send _____ R.C._____

to room 105. She/He failed to report to detention yesterday.

_____

Asst. Principal
R. M. Barton

When a student is assigned to ILC, for an offense that does not require an immediate parent conference, the letter on the next page is sent to the student's parent(s) or guardian(s). The bottom part of the letter has to be signed and returned to the school.

EMERSON VOCATIONAL HIGH SCHOOL
1405 SYCAMORE STREET
BUFFALO, NEW YORK 14211
892-7451

_____
date

To Parent/Guardian

Of_____ R.C._____

Dear Parent:

Your son/daughter was referred to me by _____

for _____

He/she has been placed in ILC (in-house suspension from class) for _____ days.

Please confer with him/her about this matter, sign below, and have this letter returned to our office.

Please feel free to call us, or to come to school for a conference. Further problems may make it necessary for us to take more severe school action.

Sincerely yours,

Robert M. Barton
Asst. Principal

I have talked to my son/daughter about the problem above.

Comment:_____

_____

_____

_____
Signature

BEST COPY AVAILABLE

Upon arriving in the ILC room, a student is given the rules and directions for the ILC room.

INDIVIDUALIZED LEARNING CENTER (ILC)

Procedures:

1. STUDENT REFERRALS-Students are referred to ILC by school administration based on discipline notices written by staff members and personal observations. Referral times will vary with the type, severity, and frequency of offense.

2. ILC ROSTER-A daily list of all students referred to ILC will be published and distributed by 10:00 AM. This list will include the length of ILC time assigned each student.

3. ILC "ACADEMIC BOX"-A container will be provided as a drop for academic assignments from teachers for students in ILC. The Academic Box will be located in the Main Office.

4. WORK DETAIL-Students who have completed their academic assignments and still have ILC time, may participate in ILC Work Detail. Various tasks will be assigned.

5. ILC LUNCH-Students will be provided with nutritional "cold meals" consisting of sandwiches, fruit, and beverages. No pastries, candies, or pop will be included.

6. TEACHER ADVISOR PROGRAM-Teachers will make daily visits to ILC to counsel students who have been assigned to ILC for specific offenses. Teachers will make written reports to administration and guidance.

7. MANDATORY ILC ASSIGNMENTS-All students referred to ILC must complete the following assignments before being released from ILC:

    1. Business Letter (based on RCT)
    2. Vocabulary Worksheet (bsd on Gr Level)
    3. Math Worksheet (bsd on course taken)
    4. ILC Release Test (bsd on the above)

8. DETENTION-All students assigned to ILC for more than one day, must also serve morning or afternoon detention.

9. PARENT NOTIFICATION-Parents are notified each time

their son/daughter is referred to ILC. Students are given letters that must be returned signed by a parent/guardian. Follow-up phone calls will be made by Assistant Principal.

10. PARENT CONFERENCE-Students who have been assigned to ILC for three days will automatically have a parent conference before being released from ILC.

11. INFORMAL SUSPENSION-Any student who has been assigned to ILC a second time and has had a parent conference may be informally suspended for a period of three to five days.

12. ILC RELEASE SLIPS-Student, upon completion of required academic assignments, will receive "ILC Release Slips." Any student who had been previously assigned to ILC should not be readmitted to classes without a "Release Slip" signed by Mr. Scarcella or his substitute. Student with one day assignments must pick up "Release Slips" the following morning. Those tardy will not be released.

13. REFERRAL OFFENSES:

    1. Fighting
    2. Profanity
    3. Class-cutting
    4. Insubordination
    5. Class tardiness
    6. Cafeteria misbehavior
    7. Improper dress
    8. Possession of Walkmen
    9. Smoking
    10. Absenteeism
    11. Vandalism
    12. Theft
    13. Any other offense not in accordance with Emerson policy.

ILC IN-ROOM RULES:

1. NO TALKING....If you have a question, raise your hand and wait for acknowledgment.

2. DO NOT LEAVE YOUR PLACE (seat, study carrel) for any reason.

3. NO PASSES.

4. Keep your head up at all times.

5. Do Not attempt to pass notes, pens, paper, etc.

6. Any marks on desks, walls, floor, etc. must be cleaned. Additional ILC time will be given to all offenders.

7. Only school lunches may be eaten....no cookies, snacks, etc.

8. Students with more than a day ILC referral must also serve detention that day or the next morning.

9. Students must indicate to ILC teacher which detention is to be served, after school or morning at least one hour before dismissal.

10. After three days in ILC, a parent conference is required.

11. The ILC teacher can modify referral time if behavior and cooperation are not totally satisfactory.

12. No bookbags, jackets, hats, etc. will be allowed in study carrels.

13. Study carrels must be kept free of litter.

14. Parent notification letters must be returned the following morning signed by a parent. Failure to return the letter will result in additional ILC time.

15. Students will be escorted to the lavatory as a group once a day. Exceptions made for verifiable medical reasons only.

16. All students assigned to ILC must complete a schedule card listing all current classes including gym and lunch.

After reading and studying the rules and directions for the ILC room, a student signs the ILC contract on the next page.

EMERSON VOCATIONAL HIGH SCHOOL
1405 Sycamore Street
Buffalo, New York 13111
(716) 892-7451

ILC STUDENT CONTRACT

I, _____, do hereby agree to follow all rules and regulations pertaining to ILC without exception.

I also understand that by not honoring this agreement, I will have additional ILC time assigned to me; a parent conference will be scheduled; and I may face a possible suspension from school.

_____ _____
Student Signature Date

The student is also asked to please inspect his or her carrel and to sign the ILC CARREL REPORT FORM below.

EMERSON VOCATIONAL HIGH SCHOOL
1405 Sycamore Street
Buffalo, New York 13111
(716) 892-7451

ILC CARREL REPORT FORM

Date_____ Sign-in time_____

Inspect the study carrel as soon as you enter. Check for the four times below and return the form immediately to the ILC Teacher.

YES NO

1. Study carrel is clean, not litter.
2. Desk is unmarked.
3. Walls are clean, not writing or dirt.
4. Desk is empty.

Student Name_____

Release date_____ Time_____

ILC Teacher Approval_____

In most cases, the student assigned to ILC is also assigned to after school detention. The form below is used to notify the detention teacher whom to expect.

EMERSON VOCATIONAL HIGH SCHOOL
1405 SYCAMORE STREET
BUFFALO, NEW YORK 14211

ILC DETENTION LIST

The following students in conjunction with their - ILC assignments, must report to detention.

_____
date

Name	RC	Student signature	AM	PM

A ILC DAILY LOG form below that includes a student's (1) name, (2) R.C., (3) assigned date/time, (4) reason for assignment to ILC, and (5) released date/time is kept by the ILC teacher.

ILC DAILY LOG

Student	R.C.	Assigned Date/Time	Reason	Released Date/Time

Upon arriving in ILC, the student also completes the STUDENT SCHEDULE form below.

INDIVIDUALIZED LEARNING CENTER

Student: _____ Administrator: _____

STUDENT SCHEDULE

	Subjects	Teacher	Room
Per. 1.			
Per. 2.			
Per. 3.			
Per. 4.			
Per. 5.			
Per. 6.			
Per. 7.			
Per. 8.			
Lunch (circle)	1st	2nd	

When a student is sent to ILC three times, the ILC teacher sends the report below to the Assistant Principal.

EMERSON VOCATIONAL HIGH SCHOOL
ILC REPORT

DATE_____

_____ has been in ILC on numerous occasions for a variety of offenses. Listed below is a chronicle of his/her attendance:

DATE	OFFENSE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The frequency of this student's ILC assignments indicates a need for a more serious mehtod of dealing with his/her poor behavior.

A parent conference is a MUST.

ILC Teacher,

_____

Upon receiving the report, The Assistant Principal sends the letter below to the student's parent/guardian requesting a meeting.

EMERSON VOCATIONAL HIGH SCHOOL
ILC REPORT LETTER

Date_____

Dear _____

This letter is to inform you that _____ has been remanded to our ILC Program (In-House Suspension) an unacceptable number of times.

Below is a listing of date and offenses:

DATE	OFFENSE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Considering the frequency of _____ presence in ILC, it is obvious that more serious steps must be taken.

Therefore, informal suspension (out-of-school) proceedings will hereby be initiated unless, by way of a parent conference, _____ poor behavior improves immediately.

I have scheduled a conference for you on

_____ _____ _____.
day date time

Please feel free to contact me at 894-7541 if you wish to re-schedule the conference.

Thank you,

Robert H. Barton
Assistant Principal

The form below allows a student to be admitted to class after spending the day in ILC.

ILC RELEASE

Name_____ RC_____

Release Date _____

Approved by: _____

The teacher participating in the TEACHER ADVISORY PROGRAM (see page 5, No. 7), completes the Advisor Report Form below concerning to the student or students he or she is counseling.

Emerson Vocational High School
1405 Sycamore Street
Buffalo, New York

Individualized Learning Center (ILC)
Advisor Report Form

Student Name:
Roll Call:
Offense:

_____
Date

Initial student attitude: _____

Session Topic: _____

Student Input:

Session Summary:

Recommendation:

_____
Student Signature

_____
Advisor Signature

JUNIOR-SENIOR HIGH SCHOOL
Harpursville Central School
Harpursville, New York 13787
(607) 693-2500

Contact Person: Rexford A. Hurlburt, Jr.
Principal, Junior-Senior High School

FACILITY: Harpursville Junior-Senior High School is a rural 7th through 12th grade school with a student population of 500 and located 20 miles north of Binghamton.

BACKGROUND: The Pupil Assistance Program (PAP) room is supervised by an aide. This woman is a community member who uses her "local influence" very well and does an excellent job at this assignment.

Special education students are included in the Pupil Assistance Program. The following is printed from page 26 of HARPURSVILLE JUNIOR-SENIOR HIGH SCHOOL STUDENT HANDBOOK 1986-1987.

"STUDENT UNDER C.O.H. SUPERVISION
These students will be expected to follow the same rules and policies, and punishment, if and when necessary, will be determined after considering their IEP, discussion with their teacher, COH chairperson, and parents."

PUPIL ASSISTANCE PROGRAM

The HARPURSVILLE JUNIOR-SENIOR HIGH SCHOOL STUDENT HANDBOOK 1986-1987, in addition to many other sections, has sections headed, CLASSROOM CONDUCT-CUTS AND TARDINESS, DISCIPLINE, UNACCEPTABLE CONDUCT, DISCIPLINE POLICY, STUDENT'S RESPONSIBILITIES AND RIGHTS, STUDENTS UNDER C.O.H. SUPERVISION, AND BUS CONDUCT. Under the DISCIPLINE section of the handbook, the point is made that "Every institution needs balance between responsibility and freedom, opportunity and discipline." Furthermore, "*Detention* is a detainment and restriction of a student's privileges due to lesser infractions and misconduct. This is usually lunch time in the PAP room. Silence rules!

In-School Suspension (or Suspension) is a punishment for more serious offenses. The student is under full time supervision by teachers all day and is required to complete classroom assignments. ISS is a step subsequent to Detention."

According to the stated DISCIPLINE POLICY, "The primary goal of Harpursville Junior-Senior High School is

learning. We feel the school has the obligation to teach not only the academic disciplines, but also socially acceptable behavior. Therefore, rules and regulations in a school setting serve a two fold purpose: (1) they are necessary for the orderly functioning of the school; and (2) they are designed to develop in each student an acceptance of the values and mores of the society they will soon enter.

With this in mind, the administration must have flexibility in dealing with individual students. Just as we encourage individualization in the classroom, it should be encouraged in the school and its discipline code."

Furthermore, according to the **DISCIPLINE POLICY**, ISS is considered as a third or fourth referral under **ILLEGAL ABSENCES FROM CLASS OR CLASSES.**

Third Referral: Notification of parents and In-School suspension for form one to three days depending on the number of classes cut.

Fourth Referral: Notification of parents and In-School Suspension for from three to five days depending on the number of classes cut.

Under **ILLEGAL TARDNINESS FROM SCHOOL HOMEROOM, CLASS, OR OTHER ASSIGNMENT**, In-School Suspension is a fourth and fifth referral.

Fourth and Fifth Referral: Notification of parents and In-School Suspension for one day.

Under **POSSESSION AND/OR USE OF TOBACCO PRODUCTS**, In-School Suspensions is considered for a first through fourth offense.

First Offense: Notification of parents and In-School Suspension for one day.

Second Offense: Notification of parents and In-School Suspension for two days.

Third Offense: Notification of parents and In-School Suspension for four days.

Fourth Offense: Notification of parents and IN-School Suspension for five days.

In-School Suspension is the third referral for **CLASS MISCONDUCT.**

Third Referral: Notification of parents by phone if possible, and In-School Suspension from one to three days.

In-School Suspension is the first referral for POSSESSION OF ITEMS NOT ALLOWED IN SCHOOL.

First Referral: Confiscation, notification of parents, and In-School Suspension for from one to three days.

Under **GENERAL** rules, after school suspension may be substituted for lunch time and/or In-School Suspension with the agreement of the parents. Furthermore, according to the HARPURSVILLE JUNIOR-SENIOR HIGH SCHOOL STUDENT HANDBOOK 1986-1987, there are very specific RULES GOVERNING PARENTAL NOTIFICATION.

The principal assigns students to the Pupil Assistance Program (ISS), and a personal letter is sent to the student's parent or parents. As much as possible, the formal use of forms is avoided. The Pupil Assistance Program (In-School Suspension) is a program devoted to giving those students who have behavioral problems in the regular classroom an alternative to out-of-school suspension.

1. Assignment - Pupils can be assigned to the PAP for 1/2 day (AM or PM), a full day or multiple days. This assignment can only be made by the High School Principal or Assistant Principal.

2. Homework - Each afternoon the PAP Aide prepares homework sheets for each teacher of the assigned students. These assignments are put in teacher mailboxes and returned to the aide the following morning by all teachers of the students involved. This is procedure monitored closely.

3. Rules - The rules are basically simple. No talking, no visits, no leaving. One general rule that is reinforced to the students is that a problem in the PAP room means immediate suspension from school for up to five days. Since parents are contacted directly for out-of-school suspension, this is not a very popular choice. The PAP ROOM BEHAVIOR CRITERIA are listed on the next page.

RJ

HARPURSVILLE JR.-SR. HIGH SCHOOL
HARPURSVILLE, NEW YORK

PAP ROOM BEHAVIOR CRITERIA

1. KNOW AND OBEY THE SCHOOL RULES IN YOUR STUDENT HANDBOOK.
2. OBEY THE PAP SUPERVISOR THE FIRST TIME YOU RECEIVE A DIRECTIVE; BE RESPECTFUL AND COURTEOUS ALSO.
3. SHOW GOOD BEHAVIOR WHEN OUT OF THE PAP ROOM; (LUNCH, LAV, ETC.)
4. SIT AT THE ASSIGNED DESK QUIETLY AND BE RESPECTABLE TOWARD THAT DESK AND ALL SCHOOL PROPERTY IN THIS ROOM.
5. COMPLETE DAILY ASSIGNMENTS, DO AS MUCH WORK AS POSSIBLE DURING THE REGULAR CLASS PERIOD OF EACH COURSE; THEN FINISH WORK DURING ASSIGNED STUDY HALL PERIODS. SCHOOL WORK ONLY!
6. RESPECT THE RIGHTS OF OTHERS - REFRAIN FROM TALKING WITHOUT PERMISSION. ABUSIVE OR FOUL LANGUAGE (ORAL OR WRITTEN) IS NEVER ACCEPTABLE.
7. REFRAIN FROM LEAVING SEATS WITHOUT PERMISSION.
8. THERE WILL BE NO COMMUNICATING WITH PEOPLE OUTSIDE THE ROOM (ORAL OR WRITTEN).
9. EACH STUDENT IS RESPONSIBLE TO HAVE BOOKS, PENS, PAPERS, PENCILS, ETC. EACH STUDENT IS RESPONSIBLE TO SEE TEACHERS BEFORE SCHOOL STARTS TO FINISH ASSIGNMENTS NOT UNDERSTOOD FROM THE PREVIOUS DAY IF PAP TEACHERS COULD NOT HELP THEM. PAP TEACHER WILL ALERT THE TEACHERS OF THIS SITUATION SO THEY CAN EXPECT THE STUDENT.
10. NO GUM, OR FOOD EXCEPT DURING LUNCH.
11. TWO LAV PASSES ONLY; ONE AM AND ONE PM - TO BE USED AT THE HEALTH OFFICE ONLY.

Lewiston-Porter Senior High School
Lewiston-Porter Central School District
Youngstown, New York 14174
(716) 754-8281

Contact Person: Daniel Meterko
In-School Suspension Teacher

FACILITY: Lewiston-Porter Senior High Schools is a suburban/rural school with 1,021 students.

BACKGROUND: The in-school suspension program at Lewiston-Porter is in its eighth year, and this is Daniel Meterko's forth year supervising the program. Since the new Principal Dr. Richard A. Marotto arrived a year ago, a number of major changes have taken place with the program. Some of the positive changes include moving the INTENSIFIED CLASSROOM EXPERIENCE room and changing many of the operating procedures.

According to Lewiston-Porter Senior High School's Student Rights, Responsibilities and Disciplinary Procedures, there are a number of consequences for inappropriate behavior. One of the consequences for inappropriate behavior is In School Suspension.

Special education students are included in this in-school suspension program.

INTENSIFIED CLASSROOM EXPERIENCE (I.C.E.).

The Lancers Student Handbook: Lewiston Porter High School, in addition to many sections, has a section headed STUDENT RIGHTS, RESPONSIBILITIES AND DISCIPLINARY PROCEDURES. After sections where RIGHTS OF STUDENTS and GRIEVANCES are discussed, the handbook covers STUDENT DISCIPLINE. After some discussion of the importance of discipline and order for an effective education, and the academic and social conduct of individuals in the school's community, inappropriate behavior and sanctions are discussed and listed.

"In developing consequences for inappropriate behavior or violations of school rules, school personnel may take one or more of the following actions based on the frequency and/or severity of the infraction." Six consequences are listed that include (A) Student Conference, (B) Parent Notification, (C) Parent Conference, (D) Loss of Pass Privileges, (E), Restitution or School Service, and (F) In School Suspension (I.C.E.).

Further, F. In School Suspension (I.C.E.): I.C.E. is an

official suspension from classes but not from school. It is assigned for minor infractions which have recurred and for major infractions. The term of the suspension depends upon the seriousness of the infraction. Each student shall notify his/her teachers and obtain necessary classroom assignments.

I.C.E. PROCEDURES

1. The student will be responsible for having any necessary texts, materials, etc. needed to complete their assignments. The students will also be required to return the completed assignments to the respective subject area teacher for credit. If the student has run out of work and has nothing to do, the suspension supervisor may assign activities and readings.

2. Failure to return completed assignments to the subject area teachers may result in the student receiving no credit in that particular course. This could adversely affect the student's gradepoint average.

3. I.C.E. Schedule: Report to the I.C.E. room at the end of the homeroom period. Come prepared with study materials. Release time is 2:30 P.M.

Four more consequences are then listed (G) Out of School Suspension; (H) Terms of Suspension: A student who has been suspended in house/externally from school is suspended not only from classes, but also from all sports and activities...; (I) Superintendent's Hearing; and (J) Refer to Legal Authorities.

INFRACTION LIST

1. Cutting Class - A, B, C. D. F. G. H. I
2. Cutting Study Hall - A, B, C, D. F. G. H. I
3. Insubordination - A, B, C, D, F, G, H, I
4. Abusive Language - A, B, F, G. H
5. Disorderly Conduct - A, D, E, F, G, H, I, J
6. Fighting - B, G, H, I, J
7. Gambling - B, G, H, I, J
8. Consumption or Possession of Intoxicants in any amount - B, G, H, I, J
9. Possession, Sale, or Use of Illegal Drugs, or Misuse of Medications, (Prescription or Non Prescription) - B, G, H, I, J
10. Vandalism or Abuse of School Property Including Textbooks - B, E, F, G, H, I, J
11. Possession of a Weapon or an Object which can be used as such - B, G, H, I
12. Tardiness - B, C, F, G, H, I, J

13. Loitering - A, B, D, G, H, I, J
14. Theft - B, E, G, H, I, J
15. Smoking outside Designated Area, or outside the Designated Time, or Without a Smoking Permit O B, C, F, G, H
16. Lost or Damaged Textbook - (a grade of 'INCOMPLETE' will be issued until all textbook obligations are met.) - B, C, E, I
17. Cheating - if a student is guilty of cheating, the paper in question will be confiscated, an 'F' will be recorded and the parent will be notified.
18. Athletic Eligibility will be monitored by all coaches. They will use our High School Discipline Code, The Niagara Frontier League Guidelines, and the Section 6 Guidelines.

In addition to the school's discipline code, each teacher also has a discipline code or plan for his or her class that includes sanctions for violating the rules.

The STUDENT REFERRAL FORM on the next two pages is the first step used by a teacher in the process of sending a student to the I.C.E. room. One copy of the form goes to the parent, one copy goes to the administrator who meets with the student, and the other copy goes to the reporting teacher.

Usually, the student takes the completed form to the I.C.E. room. However, there are times when the student is sent to the I.C.E. room without the form, but with a note. Most often in those cases, within a short period of time, the form is sent to the teacher in charge of the I.C.E. room with another student.

LEWISTON-PORTER SENIOR HIGH SCHOOL
YOUNGSTOWN, NEW YORK 14174

STUDENT REFERRAL FORM

(PARENTS' NOTIFICATION)

Student's Name_____ Class Mod_____ Date_____

Address _____

_____

Teacher/Administrator Completing Referral_____

Nature of Problem:

- ☐ a. Class Cutting
- ☐ b. Study Hall Cutting
- ☐ c. Continuous Homeroom Cutting
- ☐ d. Continuous Class Disruption
- ☐ e. Continuous Tardiness
- ☐ f. Loitering_____(Write in area)
- ☐ g. Improper Personal Behavior
- ☐ h. Truancy
- ☐ i. Fighting
- ☐ j. Smoking
- ☐ k. Insubordination
- ☐ l. Forgery
- ☐ m. Vandalism/Theft
- ☐ n. Harrassment

Additional Comments: _____

_____

_____

Check one: First Referral 2nd Referral 3rd Referral

Previous action by teacher:

_____ Conference with pupil
_____ Conference with Guidance
_____ Contact with home

Other _____

_____

_____

Action by Administrator:

In accordance to established Behavioral Guidelines, consequences for above misbehavior will result in the following action:

- ☐ Official Warning
- ☐ Work Detail (clean up)
- ☐ Parent Notification
- ☐ Parent Conference
- ☐ Zero Grade
- ☐ Loss of Privileges _____(Type)
- ☐ In-school Suspension _____ day(s)
- ☐ Out-of-school Suspension _____ day(s)
- ☐ Restitution
- ☐ Notify Legal Authorities

☐ Superintendent Hearing (Long term suspension)

Comments: _____

_____

_____

Adm. Signature:_____

If you have any questions, please call 754-8281, Ext. 401.

Parent's copy ☐ Office Copy ☐ Teacher's copy ☐

WTM:ec

The letter that follows on the next page, is the letter that is sent with the parent's copy of the STUDENT REFERRAL

FORM.

LEWISTON-PORTER CENTRAL SCHOOL
YOUNGSTOWN N.Y. 14174
(716) 754-8281

TO LEARN, TO GROW, TO BE

February 24, 1988

Mr. Tom Brown
2311 Center Street
Lewiston, New York 14092

Dear Mr. Brown,

The purpose of this letter is to inform you that your son/daughter, Roberta, has been assigned to In-School Suspension, i.e., Intensified Classroom Experience (I.C.E.), for 2 day(s) for the following reason(s):

Excessive tardies.

The date(s) of the In-School Suspension are as follows: February 24 and 25, 1988.

Homework will be provided each day your child is assigned to In-School Suspension and supervision will be provided by school personnel.

NOTE: A consequence for being assigned to I.C.E. is that your son/daughter will not be able to participate in or be a spectator at any school sponsored activity during or after school hours for the day(s) assigned. This includes plays, dances, inter- scholastic sports, music programs, etc.

THIS ACTION HAS BEEN TAKEN WITH A POSITIVE GOAL IN MIND. WE WANT YOUR CHILD TO ACCEPT RESPONSIBILITY FOR THIS UNACCEPTABLE BEHAVIOR AND IN THE FUTURE BE ABLE TO BEHAVE MORE APPROPRIATELY IN SCHOOL.

Sincerely,

Vance G. Agee, Asst. Principal

Dr. Richard A. Marotto, Principal

cc: Attendance
Guidance
In-School Susp.

LTR-ISS.1

Upon arriving in the I.C.E. room, the I.C.E. room

teacher enters the student's name on the yellow I.C.E. ROOM LOG on the next page.

I.C.E. ROOM LOG

Suspended Students

Dates From	To	Name	Grade	Roll Call	Referred by	Reason

On the next two pages is the STUDENT BEHAVIOR ANALYSIS REPORT which is given to the student to complete. When the student completes the form, he or she returns the form to the I.C.E. room teacher.

The completed STUDENT BEHAVIOR ANALYSIS REPORT form

with the STUDENT REFERRAL FORM is sent to the assistant principal who will use the information in his or her conference with the student.

STUDENT BEHAVIOR ANALYSIS REPORT

LEWISTON-PORTER CENTRAL SCHOOL

Principal _____ Assistant Principal _____

1. My name is _____. Grade _____

I was sent to the office by _____ on date _____
(Teacher's name)

2. The reason for my referral:

_____

_____

_____

3. The teacher had to spend his/her time with me while the rest of the students waited.
☐ Yes ☐ No ☐ Unsure

Because of the way I behaved, the learning process stopped for me.
☐ Yes ☐ No

Because of the way I behaved, the learning process stopped for my classmates.
☐ Yes ☐ No

4. Check the box in front of any statement if it applies to your situation.

☐ Someone was hurt. Who? _____
☐ Someone was embarrassed. Who? _____
☐ Someone began to cry. Who? _____
☐ Something was broken or damaged. What? _____
☐ I involved several students and stopped them from completing their work. Who? _____
☐ The teacher was upset or angry because I chose not to follow directions.
☐ I wasted my time.
☐ I lost. What? _____
☐ I won. What? _____

5. Before I did it, I was feeling (check appropriate word or words below):

☐ alone	☐ cruel	☐ beaten	☐ left out
☐ cheated	☐ angry	☐ jealous	☐ overlooked
☐ disappointed in myself	☐ confused	☐ lonely	☐ shy
☐ eager to impress the other kids	☐ cut off from the teacher	☐ sad	
☐ hateful	☐ disappointed in other people	☐ useless	
☐ ignored	☐ hopeless	☐ scared	
☐ like crying	☐ inferior	☐ run down from lack of sleep	
☐ poor	☐ like a failure	☐ bored	
☐ sorry for myself	☐ proud of myself	☐ defeated	
☐ cut off from other kids	☐ ugly	☐ dumb	
☐ hurt by unkind words	☐ picked on	☐ happy	
☐ embarrassed	☐ not very important	☐ other _____	

I was feeling that way because _____

_____

_____

_____

6. Check off the appropriate lines.

Instead of doing what I did, I might have:

- ☐ told someone how I was feeling.
- ☐ told the teacher how I was feeling.
- ☐ found some work to do that was interesting.
- ☐ made a bargain with the teacher.
- ☐ done nothing.
- ☐ asked to see the nurse.
- ☐ told my parents how I was feeling.
- ☐ asked for permission.
- ☐ listened more carefully.
- ☐ thought about the results.
- ☐ asked to see the counselor.
- ☐ other _____.

7. Check off the appropriate lines.

Because I chose to behave how I did, I believe that the principal or my teacher should:

- ☐ see that I pay for or repair the damage.
- ☐ have a conference with my parents.
- ☐ help me.
- ☐ ask me for a daily or weekly progress report.
- ☐ praise me.
- ☐ have me complete missing work by _____.
- ☐ have a conference with my teachers.
- ☐ do nothing.
- ☐ forget it and give me another chance.
- ☐ other _____.

8. There is something else I would like to say. _____

_____

_____

_____

The student fills in his or her school schedule on the form below so that the I.C.E. teacher knows the student's schedule.

Lewiston-Porter Senior High

_____ (Name) _____ (Date)

The student listed above is in ISS on this pass system. All teachers, including study hall and lunches, will indicate the time of arrival and departure in space provided. This pass will be turned in to Mr. Heterko at the end of the day. (Place in his mailbox.)

PER.	SUBJECT	TEACHER	TIME IN	TIME OUT
1				
2				
3				
11				
12				

At the end of the day, the APPOINTMENT SLIP on the next page is used by one of the two administrators to assign

students for the next day.

If student is absent, return slip in attendance envelope.

APPOINTMENT SLIP

_____ _____
Homeroom Teacher Date

_____ is to report to

____ Dr. Marotto ____ Guidance Office

____ Mr. Agee ____ Health Office

____ Mr. Tucker ____ Attendance Office

____ ICE Room (2nd floor) ____ Main Office

____ During Study Hall ____ Immediately

____ After Announcements ____ Period

_____
Signature

When a student is assigned to the I.C.E. room for a few days, the TEACHER NOTICE form on the next page is used to

secure the class work to be completed by the student in the I.C.E room.

Lewiston Porter Senior High School
In School Suspension

TEACHER NOTICE

PLEASE NOTE: The following student(s),

_____

_____

_____

___are in ISS & need work, if you have any for them please send it here or put it in my mail box.

___are excused from ISS today and should be attending all of their classes, if they do not please notify me.

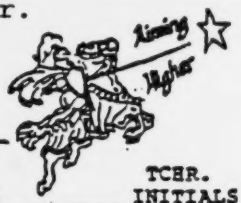
___did not show up to ISS today and are in school, if they come to class today, please send them directly here.

Thank you,

Daniel Meterko

The green CLASS RE-ADMIT/PUPIL EVALUATION form below is completed by the I.C.E. teacher or administrator and allows a student to return to his or her regular class. The form must also be signed by the re-admitting teacher.

CLASS RE-ADMIT/PUPIL EVALUATION



NAME_____ DATE_____ HR____

PERIOD	GENERAL BEHAVIOR* COOPERATION	ATTITUDE	USE OF TIME	ATTEND.	OTHER COMMENTS	TCHR. INITIALS
1						
2						
3						
11						
12						

Reason(s) for Referral

__On Absent List
__Parental Req.
__Principal's Req.
__Class Cutting/Truancy
__Disciplinary Conf. Held
__Teacher's Request

*Use:S/U (Satis./Unsatis.)

The I.C.E. teacher periodically receives a computer print out of student tardiness. If a student has been tardy too often as per the rules, the I.C.E. teacher completes the STUDENT EXCESSIVE TARDY NOTICE below and notifies that student that he or she is assigned to the I.C.E. room. In addition to the student receiving a copy, a copy goes to the student's roll call teacher, and one copy is retained by the I.C.E. teacher. When a warning is sent to the parent(s), a copy is sent to the student only.

STUDENT EXCESSIVE TARDY NOTICE

TO: _____ ☐ This is a warning notice.

FROM: William T. McQuay ☐ REPORT TO IN-SCHOOL SUSPENSION BEFORE ROLL CALL ON:_____

SUBJ: School Attendance

DATE: _____

Our attendance records indicate that you have been late to school _____ times this quarter. Under Section C of the Behavioral Guidelines, the following is stated with regard to student attendance:

11. Six or more unexcused absences and/or tardies in a 10 week period.

Section C of the Behavioral Guidelines also states:

8. Homeroom cutting, and

12. Failure to sign IN or OUT in the attendance office when required.

Violations of these guidelines will result in IN-SCHOOL SUSPENSION.

*NOTE: FAILURE TO REPORT TO IN-SCHOOL SUSPENSION ON DATE SPECIFIED ABOVE WILL RESULT IN ONE ADDED DAY OF ISS. WITHOUT EXCEPTION!

If absent on assigned date due to illness, you must report on the first day back to school following your absence!

Please see me if you have any questions.

WTM:ec

When a student is suspended, the suspension notice below is completed by the I.C.E. teacher and is sent to the secretary who then sends a letter, see next page, to the parent(s).

SUSPENSION NOTICE [ ]-OUT OF SCHOOL [ ]-ICE

Student's Name_____	_____
Parent's Name_____	Number of Days
Address _____	
_____	_____ to
Phone _____Gr:_____HR:_____	_____
Reason(s)_____	DATES
_____	Letter Sent [ ]

LEWISTON-PORTER CENTRAL SCHOOL
YOUNGSTOWN N.Y. 14174
(716) 754-8281
TO LEARN, TO GROW, TO BE

February 24, 1988

Mr. Richard Davidson
200 Oak Street
Youngstown, New York 14174

Dear Mr. Davidson:

This letter is to inform you that your son/daughter, Robert, has been suspended from school for 3 days for the following reason(s):

Truancy; leaving the building without signing out.

Starting date of the suspension will be February 25, 1988.

Due to the nature of this matter, Robert will not be reinstated until a parent conference can be held. This conference should take place within five (5) school days. If you will call the assistant principal's office at 754-8281 (Ext. 402), an appointment will be made for you and your child.

During the time of the suspension, your son/daughter will not be able to participate in or be a spectator at any school sponsored activity. This includes plays, dances, interscholastic sports, music programs, etc.

Generally, homework will not be provided and any work missed while the student is under "Out-of-School Suspension" must be made up by the student.

THIS ACTION HAS BEEN TAKEN WITH A POSITIVE GOAL IN MIND. WE WANT YOUR CHILD TO ACCEPT RESPONSIBILITY FOR THIS UNACCEPTABLE BEHAVIOR AND IN THE FUTURE BE ABLE TO BEHAVE MORE APPROPRIATELY IN SCHOOL.

Sincerely,

Dr. Richard A. Harotto
Principal

cc: Attendance
Dr. Stephens
Asst. Principal
Guidance

LTR-OSS.1

The rules on the next page are posted in the I.C.E. room. Originally, this list consisted of 10 rules and was used as a contract that the student signed. With time, the

rules were shortened and the signing done away with.

SUSPENSION RULES

READ CAREFULLY AND COMPLETELY

1. Do NOT get out of your seat without permission.
2. Absolutely NO TALKING.
3. Keep busy - I will not accept the excuse "I DON'T HAVE ANYTHING TO DO."
4. NO EATING: food, gum, candy, etc.
5. NO SLEEPING.
6. DO NOT DEFACE SCHOOL PROPERTY.

LUNCH ROOM PROCEDURES
(time 1:00-1:20)

- I will take you to and from the lunch room.
- You will have an assigned table in the cafeteria.
- STAY AT YOUR TABLE: the only time you may get out of your seat is to get lunch or throw out your garbage.
- If someone wants to talk to you they must sit at your table you may not go to theirs!
- Do not wander around the lunch room.
- FAILURE TO ADHERE TO ANY OF THE ABOVE RULES WILL RESULT IN ADDED SUSPENSION DAYS AND LOSS OF PRIVILEGES

Once a month, the green IN-SCHOOL SUSPENSION PROGRAM REPORT FOR MONTH:_____ form on the next page is completed by the I.C.E. teacher and sent to Dr. Marotto, the Principal, with the similar report from the year before. Additionally, the I.C.E. teacher prepares an annual report, too.

IN-SCHOOL SUSPENSION PROGRAM
REPORT FOR MONTH:_____
(Revised 1987-88)

DATE:_____

ENROLLMENT (grades 9-12) _____

TOTAL NUMBER OF STUDENTS SERVED IN-SCHOOL SUSPENSION (I.C.E. CATEGORY 2) _____

	Male: _____	Female: _____	Combined
_____	Different boys	Different girls	_____
_____	Repeated	Repeated	_____
_____	One time repeaters	One time repeaters	_____
_____	One time offenders	One time offenders	_____
_____	Multiple offenders (3 or more times in ISS)	Multiple offenders (3 or more)	_____

TOTAL NUMBER OF STUDENTS SERVED OUT-OF-SCHOOL SUSPENSION (CATEGORY 3) _____

	Male: _____	Female: _____	Combined
_____	Different boys	Different girls	_____
_____	Repeated	Repeated	_____
_____	One time repeaters	One time repeaters	_____
_____	One time offenders	One time offenders	_____
_____	Multiple offenders (3 or more times in ISS)	Multiple offenders (3 or more)	_____

Categories:

1. Detained students total _____(# waiting in I.C.E.)

2. Suspended students (in-school suspension), total _____

Learning Violation:		
Insubordination	_____ male	_____ female
Class disruption	_____ male	_____ female
Truancy, illegal absense	_____ male	_____ female
Altercation	_____ male	_____ female
Smoking outside building	_____ male	_____ female
Tardiness (excessive)	_____ male	_____ female
Other	_____ male	_____ female

3. Suspended out-of-school, total _____

Learning Violation:		
Reckless endangerment to self and/or others	_____ male	_____ female
Drugs/alcohol	_____ male	_____ female
Fighting	_____ male	_____ female
Insubordination	_____ male	_____ female
Truancy	_____ male	_____ female
Referral by substitute	_____ male	_____ female
Smoking within building	_____ male	_____ female
Other	_____ male	_____ female

NUMBER OF DAYS STUDENTS IN SUSPENSION FOR:

_____ one day	_____ male	_____ female
_____ two days	_____ male	_____ female
_____ three days	_____ male	_____ female
_____ four days	_____ male	_____ female
_____ five days	_____ male	_____ female

COUNSELING:

NUMBER OF STUDENTS RECEIVING COUNSELING DURING MONTH: _____ male _____ female

COUNSELOR'S NAME:_____
Liaison to Guidance Dept.

TYPES OF COUNSELING RECEIVED BY STUDENTS:

parental	_____ male	_____ female
alcohol/drug	_____ male	_____ female
school behavior	_____ male	_____ female
other	_____ male	_____ female

NUMBER OF CONTACTS MADE WITH PARENTS:

_____ in school _____ at home

Submitted by:_____

At the end of the day, an administrator completes the APPOINTMENT SLIP form on the following page to assign

students for the next day.

If student is absent, return slip in attendance envelope.

APPOINTMENT SLIP

_____ _____
Homeroom Teacher Date

_____ is to report to

____ Dr. Marotto ____ Guidance Office

____ Mr. Agee ____ Health Office

____ Mr. Tucker ____ Attendance Office

____ ICE Room (2nd floor) ____ Main Office

____ During Study Hall ____ Immediately

____ After Announcements ____ Period

_____
Signature

A DAILY BULLETIN is circulated every day listing, in addition to other items of interest, those students who are assigned to the INTENSIFIED CLASSROOM EXPERIENCE (I.C.E.). An enlarged version of the PLEASE POST notice below is posted throughout the school.

TO: All Suspended Students and Parents of Suspended Students

FROM: Dr. Richard A. Marotto, Principal
Lewiston-Porter Senior High School

SUBJ: TERMS OF SUSPENSIONS

Please Post

A STUDENT WHO HAS BEEN SUSPENDED IN-HOUSE/EXTERNALLY FROM SCHOOL IS SUSPENDED NOT ONLY FROM CLASSES, BUT ALSO FROM ALL SPORTS AND ACTIVITIES. AN EXTERNALLY SUSPENDED STUDENT MAY NOT BE IN OR AROUND THE SCHOOL DURING THE TERM OF SUSPENSION. TO BE FOUND IN THE BUILDING OR ON THE CAMPUS WITHOUT PERMISSION FROM AN ADMINISTRATOR WILL RESULT IN SERIOUS CONSEQUENCES.

A. PHILIP RANDOLPH CAMPUS HIGH SCHOOL AT CITY COLLEGE
New York City Public Schools
135th Street & Convent Avenue
New York, New York 10031
(212) 926-0113

Contact Person: Lottie L. Taylor, Principal

FACILITY: A. Philip Randolph Campus High School at City College is an urban high school with 1,500 students.

BACKGROUND: The program started one and one half years ago and grew from the Board of Education Citywide Standards of Conduct and Uniform Disciplinary Measures adopted by the Board of Education on May 21, 1986.

When the In-House Suspension program was organized, special education students were included in the process. However, once two special education deans became part of the school's organization, the special education dean's began to handle the special education students sent to In-House Suspension. However, there still are some In-House Suspension situations involving special education students that are handled by one of the regular deans.

IN-HOUSE SUSPENSION

On May 21, 1986, the Board of Education of the City of New York adopted BOARD OF EDUCATION CITYWIDE STANDARDS OF CONDUCT AND UNIFORM DISCIPLINARY MEASURES that became the basis for A. Philip Randolph Campus High School's STANDARDS OF CONDUCT, DISCIPLINARY MEASURES. According to the STANDARDS OF CONDUCT, DISCIPLINARY MEASURES, there are a number of mandated and optional disciplinary measures that can be applied for infractions of "prohibited actions of students in school during school hours, before and after school, while on school property, while traveling on vehicles funded by the Board of Education, at all school sponsored events, and on other than school property, which can be demonstrated to negatively affect the educational process or endanger the health, safety, morals or welfare of the school community." One of the optional disciplinary measures is In-House Suspension.

The A. Philip Randolph Campus High School Student Handbook has a section headed STANDARDS OF CONDUCT, DISCIPLINARY MEASURES. There is a three paragraph introduction that discusses student behavior in a "college preparatory school," and points out that "Social growth requires individual restraint and responsibility."

Thirty infractions of school rules are listed with mandated and optional discipline consequences listed for each of the infractions. For individual cases, mandatory discipline measures may be set aside by the principal. In addition, optional disciplinary measures are determined after the dean's investigation and consulting with the principal or her designee. In-School Suspension is listed as a mandatory and optional disciplinary sanction.

The 30 infractions are grouped with mandated and optional disciplinary consequences listed for each grouping.

1. Infraction - Behaving in a manner which disrupts the educative process (e.g., making excessive noise in a classroom, hall or school building):

Mandated Discipline - Parental notification
Reprimand by school staff
Guidance Conference with parent and student

Optional Discipline - Exclusion from extra-curricular
Individual or group counseling
In-House suspension

2. Engaging in or causing reckless conduct which creates a risk of injury to a student or school personnel: Mandated - #1, Optional - #1.

3. Not being in assigned place on school premises: Mandated - #1, Optional - #1.

4. Cutting classes: Mandated - #1, Optional - #1.

5. Leaving class or school premises without permission of supervisory school personnel: Mandated - #1, Optional - #1.

6. Being late for school or class: Mandated - #1, Optional - #1.

7. Bringing proscribed equipment to school without authorization (e.g., transistor radio, tape recorder): Mandated - #1, Optional #1.

8. Wearing apparel that is unsafe or materially disruptive to the educational process: Mandated - #1, Optional - #1.

9. Posting or distributing material on school premises in violation of written school rules. (The standards for posting or distributing materials on school premises set forth in Regulations of the Chancellor, A-401, must be adhered to by all schools in order to comply with the law.):

Mandated - #1, Optional - #1.

10. Smoking: Mandated - Guidance conference with student and parent. Exclusion from extra curricular activities. Referral to appropriate community agency. Optional - Group or Individual Counseling. Intervention by mental health staff. In-house suspension.

11. Gambling: Mandated - #1, Optional - #1.

12. Engaging in scholastic dishonesty which includes but is not limited to: a. Cheating, b. Plagiarizing, or c. Colluding. Mandated - Guidance conference with parent, student and AP/Supervision Academic. Sanctions imposed with approval of principal and/or designee. Exclusion from extra-curricular activities. Group or individual Counseling. Optional - Referral to appropriate community agency. In-House suspension

13. Using profane, obscene language or gestures: Mandated - #10, Optional - #10.

14. Lying or giving false information verbally or in writing to school personnel: Mandatory - #10, Optional - #10.

15. Using racial, ethnic, religious or sex slures: Mandated - Guidance conference with student and parent. Referral to appropriate community agency. Service to an agency assisting those abused. Optional - Intervention by mental health staff. Individual or group guidance. In-House Suspension.

16. Engaging in sexual harassment: Mandated - #15, Optional - #15.

17. Defying the lawful authority of school personnel; insubordination (e.g. repeated violations): Mandated - Principal's Suspension; In-House or out of school - parent notified. Intervention by mental health staff. Referred to appropriate community agencies. Post suspension guidance hearing with students and parents. Optional - Superintendent's Suspension. Transfer to another school or facility in accordance with NYS Ed. law, Section 3214, Sub-Division 5.

18. Posting or distributing obscene, libelous or defamatory material, or literature: Mandated - #17, Optional - #17.

19 Engaging in or causing disruptive behavior on school bus: Mandated - #17, Optional - #17.

20. Engaging in vandalism or other intentional damage

to property belonging to the school, staff or other students (e.g. graffiti): Mandated - #17, Optional - #17.

21. Bringing unauthorized visitors to school in violation of written school rules: Mandated - #17, Optional - #17.

22. Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to computer access or computer access or other electronic means: Mandated - #17, Optional - #17.

23. Using or possessing alcohol, a controlled substance, or beeper: Mandated - #17, Optional - #17.

24. Falsely activating a fire alarm, bomb threat, or other disaster alarm: Mandated - #17, Optional - #17.

25. Engaging in causing violent conduct, physical contact, physical altercation or other action that results in injury to a student or school personnel: Mandated - Superintendent's Suspension Transfer to another school or facility in accordance with NYS Education Law, Section 3214, Sub-division 5. Optional - Initiating criminal charges. Notification of police and, or arrest. Indefinite Suspension in accordance with Regulations of the Chancellor, A-430.

26. Using intimidation, coercion, force or extortion: Mandated - #25, Optional - #25.

27. Engaging in assault or sex violation: Mandatory - #25, Optional - #25.

28. Engaging in theft and/or arson: Mandated - #25, Optional - #15.

29. Engaging in or causing riotous conditions: Mandated - #15, Optional - #15.

30 Selling or distributing alcohol or controlled substance: Mandated #15, Optional - #15.

31. Possessing or using a weapon or demonstrating an intent to use an instrument as a weapon. (Suspension is mandatory in accordance with Chancellor's Regulations A-430, and Education Law, Section 3214): Mandated - #25, Optional - #15.

If after teacher/student discussion, the teacher feels a student has violated an aspect of A. Philip Randolph Campus High School at City College's STANDARDS OF CONDUCT, DISCIPLINARY MEASURES, the teacher completes the REFERRAL form below and sends the form to the subject area supervisor.

A. PHILIP RANDOLPH CAMPUS HIGH SCHOOL

Lottie L. Taylor, Principal

CHECK ONE
☐ DEAN
☐ GUIDANCE
☐

DATE .....

REFERRAL
(Please Press Firmly)

....
STUDENT'S LAST NAME FIRST NAME OFFICIAL CLASS COUNSELOR

REASON FOR REFERRAL (PLEASE BE SPECIFIC AND OBJECTIVE)

....
STAFF MEMBER'S NAME (PLEASE PRINT) STAFF MEMBER'S SIGNATURE

DO NOT WRITE BELOW THIS LINE

SUMMARY OF FOLLOW-THROUGH ACTION:

☐ STUDENT INTERVIEWED
☐ NOTATION OF OFFICE RECORD
☐ TELEPHONED PARENT
☐ WROTE LETTER TO PARENT

☐ INTERVIEW WITH PARENT SCHEDULED FOR .....
☐ CONFERRED WITH .....
☐ PLEASE SEE .....
☐ OTHER .....
.....

....
DATE SIGNATURE

COUNSELOR'S COPY

The Assistant Principal of the department receives referrals from teachers. He then discusses such referrals with the student and his parent to determine the nature of the problem. A plan of action to rectify matters related to the subject area will be decided upon at that time. Overt behavior not pertaining to the subject area will be referred to the Dean.

The Dean will confer with the student and parent to reach an agreement concerning the infraction., If a

resolution cannot be reached, the Dean will refer the situation to the Assistant Principal.

The Assistant Principal of Guidance conducts a guidance hearing with the student, parent, dean, and guidance counselor. At that time, a review of the student's academic progress, attendance, previous referrals and latest infraction takes place. The Assistant Principal of Guidance will determine if a suspension should be recommended.

In all instances where a suspension is recommended, all materials pertaining to the student, including academic, attendance and disciplinary records, are taken to the principal. The principal will determine the type of suspension and the length of suspension to be imposed. The principal also makes certain that the suspension is within the guidelines of the Board of Education.

The related Dean's office is used to house the student on In-House Suspension, where they are isolated from the general student population as well as from other students in this room who are also on in-house suspension. Attendance and continuity of instruction are maintained for students on in-house suspension since official class and subject teachers are alerted that:

1. the student is on in-house suspension and that he/she should be marked present while on in-house;

2. Classroom assignments for the student are to be given to the Department Chairperson, who will deliver them to the student in the Dean's Office.

Students are provided lunch in a non-social atmosphere. Behavior is monitored at all times by deans and support personnel.

The following letters go to the subject area teacher and the parent(s) of the student assigned to In-House Suspension.

A. Philip Randolph-
Campus High School at City College
135th Street & Convent Avenue
New York, New York 10031
(212) 926-0113
LOTTIE L. TAYLOR, PRINCIPAL

To: Subject Teachers

TO: _____

RE: _____ Off. Cl._____

SUBJECT CLASS: _____

FROM: Rosemary Davis, AP/Guidance

The above student has been placed on in-house suspension from _____. During this time, he/she will remain in the Dean's Office, Room 302.

Therefore, until the end of the suspension period, please see that all classwork/homework assignments are given to your Department Chairperson, who will see that they are delivered to the student.

Thank you for your cooperation.

/smb
cc: Department AP
Counselor

A. Philip Randolph-
Campus High School at City College
135th Street & Convent Avenue
New York, New York 10031
(212) 926-0133
LOTTIE L. TAYLOR, PRINCIPAL

Date _____

Dear

Your son/daughter, _____, Official Class _____, was involved in an incident on _____, _____. He/She was _____ _____ _____.

In order to defuse this situation we have scheduled a guidance hearing for you and your child on _____, at _____.

Until the time of this hearing the student will be in school from 9 A.M. until 3:10 P.M. in Room 303. He/She will be given homework and classwork assignments to do during that time. Lunch will be eaten in that room, either a boxed lunch from home or a cafeteria lunch brought up to Room 303.

Sincerely,

Lottie L. Taylor
Principal

LLT:smb
cc: Rosemary Davis, AP/Guidance
Deans Bronstein, West, Hunter, Raab, Ramsey
Guidance Counselors
Official Teacher
Frank Critton - AP/Administration
Manila Spencer - Attendance Office
School Safety Officer

WEST MIDDLE SCHOOL
Auburn Enlarged City School District
217 Genesee Street
Auburn, New York 13021
(315) 253-0301 Ext. 216-217

Contact Person: Michael A. Orfino
Principal, West Middle School

FACILITY: West Middle School is a small city middle school with approximately 525 students.

BACKGROUND: Evey school year, nine teachers are assigned, as part of their teaching and duty assignment, to supervise the In-School Suspension room. The In-School Suspension supervision assignment works out to one period per day for each of the assigned teachers. The In-School Suspension program is carried out in a separate room located in the school.

Special education students are included in the In-School Suspension program.

IN-SCHOOL SUSPENSION

The West Middle School has both In-School and Out-Of School Suspension Programs. Therefore, where types of disciplinary actions are coupled together, the student may receive one or both suspensions. For example, turning in a false fire alarm results in one Out-of-School suspension plus police arrest since police must be notified of the false alarm. In addition, some infractions result in a warning, then detnetion, and then I. S. S.

The West Middle School, Auburn, New York, has a Parent-Student-Handbook 1987-1988 that has STUDENT DISCIPLINE and STUDENT RIGHTS AND RESPONSIBILITIES sections. According to the In-School Suspension section under STUDENT DISCIPLINE:

"In-school suspension, I.S.S., is a disciplinary action against a student, made by the Assistant Principal or Principal. The purpose of I.S.S. is to punish a student by removing all privileges, and social contacts for an entire school day. Students are required to report to a designated room immediately following homeroom.. There, they will receive all their assignments for the day and be supervised by building teachers. Students are expected to sit quietly and do their work. Students assigned to I.S.S. are not allowed to attend any after school functions on that day, with the exception of detention. Parents/guardians will be

notified by phone or mail regarding the reason for the I.S.S. assignment."

According to the STUDENTS RIGHTS AND RESPONSIBILITIES section of the student handbook, "An effective school must have an environment which is conducive to learning. Students cannot learn and teachers cannot teach when disruption exists. The professional staff has the responsibility to protect the rights of the student to learn, and the teacher to teach, as well as to ensure the proper and orderly operation of the school.

The behavior of the student is the responsibility of the administration, teachers, parent, and most importantly, the pupil. To fulfill the school's responsibility, the administrators and teachers, therefore, accept as their duty:

1. to provide a school environment where learning can take place, and;

2. to protect the rights and privileges of all members of the school community."

The Parent-Student Handbook then has sections under Student's Rights, Student's Responsibilities-Rules of Conduct, Examples of Irresponsible Behavior Subject to Discipline, and Type(s) Of Disciplinary Action. The following list describes the "irresponsible behavior" that brings In-School-Suspension as a consequence of such behavior. In some cases, additional disciplinary actions are indicated along with I.S.S.

1. Truancy/illegal tardiness to school and assigned periods.
2. Class cuts.
3. Leaving school early without permission.
4. Leaving school grounds without permission.
5. Walking out of class.
6. Loitering after school.
7. Preventing any one from being where he/she should be.
8. Forging passes or other documents.
9. Fighting with anyone, pupils, teachers, or staff in school, on school grounds, the bus, or at school functions.
10. Throwing of food or objects in cafeteria or other parts of the building or grounds.
11. Throwing snowballs.
12. Making the bathroom a health hazard.
13. Acting in a manner that disrupts teaching and/or learning.
14. Insubordination.
15. Profanity.
16. Coming to study hall without materials.

17. Wearing hats and coats to classes.
18. Behavior which is distracting and destructive such as writing on balls, desks, and furniture.
19. Gambling or pretending to be gambling.
20. All day truancy from school.
21. Verbal disrespect.
22. Attending class without pen, pencil, book, homework, etc.
23. Throwing food, etc.
24. Leaving trash on tables.
25. Throwing trash on the floor.
26. Mis-use of facilities by sitting or standing on tables.
27. Pushing over garbage containers.
28. Shoving others through doorways, through halls.
29. Stealing library books and materials.
30. Throwing of trash and papers in the hall, lavatories, rooms and grounds and large areas.
31. Use of tobacco products on school grounds.
32. Eating lunch in bathroom and loitering in bathrooms.
33. Destroying or defacing property.
34. Eating lunch in locker rooms.
35. Mis-use of lockers: kicking, writing on lockers, etc.
36. Not signing in and/or skipping homeroom.
37. Using an appointment as an excuse to skip class.
38. Arriving without an appointment when no emergency exists.
39. Being disruptive while waiting to be seen.
40. Going some other place other than where the appointment.
41. Running, pushing, shouting, whistling, etc.

Some infractions of the student's rights and responsibilities may bring, at the start, a warning. Then next time, the student may have detention, then In-School Suspension, etc.

To refer a student for disciplinary action because of misconduct, the building staff member completes the top section of the WEST MIDDLE SCHOOL Disciplinary Action Form on the next page. The referral is given to the assistant principal or the principal for further action. It will be noted on the form that there is a section to be completed by the student.

The WEST MIDDLE SCHOOL Disciplinary Action Form is completed by the Assistant Principal or Principal when disciplinary action is taken against a student. The student's parent/guardian receives a copy of this form as well as the guidance counselor, the person making the referral, the principal, and one copy is placed in the students' disciplinary file.

Auburn Enlarged City School District

WEST MIDDLE SCHOOL
Disciplinary Action Form

STUDENT'S NAME _____ IDENTIFICATION _____

COURSE _____ MOD(S)/TIME _____ DATE _____

NATURE OF PROBLEM _____

TEACHER'S NAME _____

ACTION TAKEN BY TEACHER: (Check Below)

Referred to Asst. Prin. _____ Conference with Guidance _____

Conference with pupil _____ Detention _____

Conference with parents _____ Other _____

Telephone Contact with parent _____

TO BE COMPLETED BY STUDENT

Have you been informed of charges against you? Yes _____ No _____

Have you been given the opportunity to tell your version? Yes _____ No _____

Student's Signature: _____

ACTION TAKEN BY ADMINISTRATOR

_____ Detention

_____ Conference with pupil

_____ Referred to counselor

_____ Telephone contact with parent

_____ Conference with parent

_____ Suspension—In School ___ Home ___

DATES: _____

Other action taken _____

DATE STUDENT RETURNS TO CLASS/SCHOOL _____

Dear Parent:

If you have any further questions regarding this problem or any other concerns regarding your child's progress at West Middle School please feel free to contact me or your child's guidance counselor.

Respectfully yours,

_____
Assistant Principal

Telephone: 253-0301 - Ext. 216

COPIES TO: PARENT :: WHITE PRINICPAL :: GREEN ASST. PRINCIPAL :: YELLOW GUIDANCE :: PINK TEACHER :: GOLD

JACOBS PRESS FORM 51H R 7/76

WHITESBORO JUNIOR HIGH SCHOOL CAMPUS
Whitesboro Central School District
Oriskany Boulevard
Whitesboro, New York 13492
(315) 768-8521

Contact Person: Christ C. Alexander
Principal, Whitesboro Junior High School Campus

FACILITY: Whitesboro Junior High School Campus is a suburban 7th through 9th grade junior high school with 850 students and a few miles west of Utica.

BACKGROUND: The present In-School Suspension Policy and program has grown from the work of the Whitesboro School Board Advisory Committee on School Discipline in 1979 and 1980. Due to the effectiveness of Whitesboro's ISS program and budgetary concerns, their ISS program now operates on a limited basis, i.e., if a student is suspended for more than three (3) days (which seldom occurs), an ISS suspension room is re-established or home tutoring is provided depending upon the student involved. The principal decides, in conjunction with the guidance counselor, which service is provided.

Special education students are included in the In-School Suspension Policy plan. The following is quoted from the WHITESBORO CENTRAL SCHOOL DISTRICT, POLICY ON SCHOOL DISCIPLINE - STUDENT RIGHTS AND RESPONSIBILITIES 1987 - 1988, GRADES - 7 - 9'S policy on Handicapped Students.

"If a student has been designated as having a handicapping condition, the CSE (Committee on Special Education) chairperson will be notified of the student's status and, with the principal, a determination will be made whether a formal or informal CSE review is necessary. If at any time, due to behavior, there is to be any consideration of a change in a student`s educational program, the district`s CSE procedure will be followed, including parental notification, due process, etc."

Furthermore, an entire page in the handbook titled HANDICAPPED STUDENTS: DISCIPLINE PROCEDURES is devoted to spelling out the disciplinary procedures to be followed with handicapped students.

IN-SCHOOL SUSPENSION POLICY (ISS)

The Whitesboro Central School District's POLICY ON SCHOOL DISCIPLINE, STUDENT RIGHTS AND RESPONSIBILITIES 1987 -1988, GRADES - 7-9's "is the policy of the Board of Education of the Whitesboro Central School District that students shall have the attached Bill or Rights and Responsibilities. Said Bill of Rights shall be publicized

and explained to all students annually. The Board of Education also directs the administration to develop a discipline code for student behavior which also shall be publicized to all students and provided in writing to parents annually. This code will outline prohibited student conduct and the range of penalties which will be imposed on students for violation of such rules and regulations."

The administration is directed to use "appropriate school personnel and other resources separately or in combination in identifying and resolving discipline problems." Those identified as appropriate include people, resources, and community resources."

1. People Involved

   (a) Students
   (b) Parents
   (c) Respective Principal or Assistant Principal, Pupil Personnel Service Group, including Counselor
   (d) Superintendent
   (e) Board of Education

2. School Resources

   (a) Psychological evaluation
   (b) Psychiatric consultation
   (c) Designated period of counseling with counselor and/or social worker and/or psychologist
   (d) Alternate instruction, tutor in or out of school

3. Community Resources

   (a) Counseling from community agency
   (b) Voluntary intake at Probation in Oneida County
   (c) Formal PINS petition at Oneida County Family Court

The handbook on POLICY ON SCHOOL DISCIPLINE, STUDENT RIGHTS AND RESPONSIBILITIES, 1987 - 1988, GRADES - 7-9 includes sections titled STAFF DEVELOPMENT, 7-12 STUDENT BILL OF RIGHTS AND RESPONSIBILITIES, STATEMENT OF STUDENT RESPONSIBILITIES, 7-9 STUDENT DISCIPLINE SYSTEM MISCONDUCT/RESPONSE - LEVEL I - LEVEL II - LEVEL III - LEVEL IV, GENERAL ADMINISTRATIVE PROCEDURES, and HANDICAPPED STUDENTS: DISCIPLINE PROCEDURES.

According to the district's discipline rules, there are four possible levels of misbehavior. Under each level of misbehavior, there are three categories: (1) Infractions, (2) Procedures, and (3) Optional Disciplinary Responses. In-school suspension is listed as an Optional Disciplinary Response under all four levels of misbehavior. Level I's description is listed below.

The form below is used when a student violates the

school's discipline code. The teacher completes the sections DESCRIPTION OF PROBLEMS and ACTION TAKEN BY TEACHERS BEFORE REFERRAL(Check Below). The student completes the section TO BE COMPLETED BY STUDENT. The completed form is sent or brought to the assistant principal handling discipline. When the assistant principal decides on the action to be taken, the ACTION TAKEN BY ADMINISTRATOR section is completed, the yellow copy is sent to the teacher, and the white copy is placed in the student's discipline folder.

STUDENT BEHAVIOR REFERRAL

Whitesboro Junior High School

INSTRUCTIONS:
1. Teacher submits ALL copies to office as soon as possible or with pupil.
2. All appropriate information should be included.
3. Following administrative action, a copy of completed form will be returned.

GRADE _____ HOMEROOM _____

DATE _____ PERIOD _____

STUDENT'S NAME _____

TEACHER'S NAME _____

DESCRIPTION OF PROBLEM

_____

_____

_____

_____

_____

_____

_____

ACTION TAKEN BY TEACHER BEFORE REFERRAL (Check Below)

Conference with student _____ Conference with parents _____

Classroom Detention _____ Conference with Guidance _____

Phone call to parents _____

Do you desire to participate in conference with student _____ Parent _____ Guidance _____

TO BE COMPLETED BY STUDENT

Do you understand why you have been referred to the office? Yes _____ No _____

Student's Statement: _____

_____

_____

_____

_____

_____

_____ _____ _____ _____

Parent's Home Phone Parent's Work Phone Student's Signature

ACTION TAKEN BY ADMINISTRATOR

_____ Conference with parents _____ Conference with student _____ Restricted to study hall

_____ Suspension (ISS, OSS) _____ Detention(s) assigned _____ Loss of privileges

_____ Referred to superintendent _____ Referred to counselor Other action taken:

_____ _____

Date student is returned to class Administrator

White—Principal Yellow—Teacher

The DISCIPLINE INCIDENT CARD below is completed by the assistant principal in charge of discipline and sent to the appropriate teacher handling detention. The card is initialed by the student to indicate his or her knowledge of the consequences assigned. The card is finally returned to the office where it is filed in the discipline file drawer.

Whitesboro Junior High School

PRINT
STUDENT'S NAME: _____ HOME ROOM _____

DISCIPLINE INCIDENT CARD

	DATE OF DET. M	D	STUDENT'S INITIALS	P	A	Supervisor		DATE OF DET. M	D	STUDENT'S INITIALS	P	A	Supervisor
1							6						
2							7						
3							8						
4							9						
5							10						

DETENTION REGULATIONS

YOUR ATTITUDE AND BEHAVIOR IN COMPLYING WITH THE FOLLOWING REGULATIONS WILL DETERMINE THE EXTENT TO WHICH FURTHER ACTION IS NECESSARY:

1. Report to the detention room at 2:45. If you are late, you will not be admitted & will be assigned additional detentions.
2. Bring sufficient school work with you to keep busy for the entire period. Don't bring any food, candy or wraps. No speaking privileges will be granted.
3. The detention supervisor will report any violations of these regulations. Such a report may result in a suspension from school.

DESCRIPTION OF INCIDENT:

DATE	TEACHER	TYPE	DESCRIPTION	ACTION

The WHITESBORO JR.-SR. HIGH SCHOOL DISCIPLINE RECORD form below is kept in the office and used as a cumulative record of a student's discipline problems.

LAST NAME _____ FIRST NAME _____ INITIAL _____ BIRTH DATE _____ YEAR OF GRADUATION _____

WHITESBORO JR.-SR. HIGH SCHOOL DISCIPLINE RECORD

Date	Teacher	Incident	Action

123

The following is the directive spelling out Whitesboro's In-School Suspension policy.

WHITESBORO CENTRAL SCHOOL DISTRICT

IN-SCHOOL-SUSPENSION POLICY (ISS)

A. OBJECTIVES

1. Provide an alternate to out-of-school suspension.
2. Maintain educational opportunity to students while they are being disciplined.
3. Improve attendance.
4. Provide counseling and other assistance to help students solve behavior and related problems.

B. DESCRIPTION

1. In-School-Suspension is a disciplinary method and may be issued for one to five days duration.
2. The student will be kept in school under the supervision of a designated staff member in a room established specifically for the program. The student is not afforded freedom and must stay in the room except for lunch and lavatory privileges.
3. The student will be held responsible for assigned homework as well as any work which takes place in the classroom. The work, including exams, is to be done while in the suspension room.
4. The student is expected to return to the regular classroom on alternate days until his (her) suspension expires. This helps to maintain classroom continuity and increases the educational opportunity.
5. The principal, vice principal, guidance counselors, and teachers will meet with the student during the suspension to assign current class work, reports, etc., and assist the student in any way necessary.
6. The student assigned In-School-Suspension reports to the vice principal's office to sign in and immediately thereafter reports to the suspension room. The suspension assignment will not be affected by absences and will be reassigned if any days are missed.

The memorandum below on the next page sets the procedures to be followed in the In-School Suspension process in relation to (1) rules governing behavior and academic work in the In-School Suspension room, and (2) the

In-School Suspension teacher's responsibilities.

TO: TEACHERS OF IN-SCHOOL SUSPENSION/GUIDANCE COUNSELORS
FROM: MESSRS. ALEXANDER, FAZIO, AND PICKETT
DATE: SEPTEMBER 3, 1986
RE: PROCEDURES TO BE FOLLOWED

The teachers assigned to In-School-Suspension will escort students assigned to In-School-Suspension from the office at 8:15 A.M. to Room 221.

Students are assigned to In-School-Suspension because of improper behavior whether it be insubordination, disrespect, illegal possession and/or use of a controlled substance, smoking, fighting, vandalism, etc.

The purpose of the In-School-Suspension is to see to it that the student receives proper punishment which will not interfere with the student's learning. Therefore, it is imperative that:

1. As students enter the In-School-Suspension room, they find themselves in a structured atmosphere.

2. The student be told that he is not to get up and/or move about the room.

3. The student is not to talk without permission.

4. The students will use the time from 8:00 to 8:14 A.M. to obtain their study materials.

   While in the office, the supervisors will receive assignments from the school secretary for each of the students to be placed in their charge.

5. The students in In-School-Suspension will be allowed to leave the room once in the A.M. and once in the P.M. to visit the restrooms. These visits should be 3 minutes in length and only one student at a time should be allowed to leave the room. Students must sign out and in on the appropriate sign-out sheet. Under no circumstances should a student be allowed out of the room while classes are passing.

6. The In-School-Suspension teacher will escort the students to the cafeteria at 10:20 A.M. At that time, the students will buy their lunch and immediately return to the In-School-Suspension room. All lunches will be served on disposable trays. Students will have until 10:51 A.M. to finish their lunch. At the conclusion of lunch, all trays and leftover food will be deposited in a plastic lined garbage pail provided in the In-School-Suspension room.

   The In-School-Suspension teacher will have lunch during 5th period (11:14 - 11:53 A.M.) at which time one of our campus teachers will supervise the In-School-Suspension students.

The In-School-Suspension teachers primary responsibilities are:

1. To maintain order

2. To assist students in completing their respective school assignments.

(OVER, PLEASE)

The teacher should call the office for administrative assistance when a student fails to follow teachers instructions. The Main Office may be reached by dialing 204.

The In-School-Suspension room is a workroom for students who have violated school rules. Therefore, you are to be very firm and consistent in following the above procedures.

A guidance counselor will provide group counseling services for fifteen minutes in the morning. A second counselor will meet with the group for fifteen minutes in the afternoon.

Any questions regarding the above should be referred to the building administrators at your earliest convenience.

jmt
8/25/86

The form below is sent to the teachers of a student assigned to In-School Suspension to expedite his or her classroom work being sent to the teacher in charge of the In-School Suspension program.

TEACHER _____

_____ HAS BEEN ASSIGNED TO THE IN-SCHOOL-SUSPENSION PROGRAM ON _____.

PLEASE PREPARE ASSIGNMENTS BELOW. INCLUDE ALL DETAILS ON THE FORM WHICH WILL AID THE TEACHER IN ASSISTING THE STUDENT. IT IS IMPORTANT THAT ASSIGNMENTS ARE RECEIVED IN THE ATTENDANCE OFFICE, AS SOON AS POSSIBLE, ON THE DESIGNATED DAYS.

THANK YOU.

CHAPTER V

BIBLIOGRAPHY

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Nancy A. Biernat
Joyce V. Wheeler

This bibliography lists all the books, journal articles, papers, and ERIC references we could locate related to in-school suspension. Though a few of the references do not deal directly with in-school suspension, they are related. Unquestionably, there are some we missed. Therefore, we would appreciate being sent any references missed.

ERIC microfiche are available at many institutions of higher education. A letter or call to ERIC Process and Reference Facility, 4850 East West Highway, East West Towers, Sweet 1100, Bethesda, MD 20814, (301) 656-9723, will give you the names and addresses of all institutions of higher education with microfiche libraries.

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APPENDIX

UNIVERSITY AT BUFFALO
STATE UNIVERSITY OF NEW YORK

Department of Learning and Instruction
Faculty of Educational Studies
593 Baldy Hall
Buffalo, New York 14260
(716) 636-2455

April 20, 1980

TO: Secondary School Principals in New York State

Dear Principal:

This questionnaire is designed to determine to what extent IN-SCHOOL SUSPENSION (ISS) is being used in New York State's junior and senior high schools. Although IN-SCHOOL SUSPENSION is being reported and discussed today, this is the first comprehensive study in our state.

I realize your time is at a premium. However, your response is valuable to the completion of this study, and I urge you to respond.

If you are not using in-school suspension (ISS) in your school, please complete items A-E only on page one of the questionnaire.

If at all possible, please complete and mail the survey to me by Friday, May 23, 1980. Any material relating to and/or describing your program will be helpful. Thanks in advance for your cooperation.

A stamped envelope is enclosed.

Sincerely,

Herbert L. Foster, Ed.D.
Professor

HLF:kg

P.S. If you wish to receive a copy of the survey, please provide your name and address at question 27.

Please check appropriate responses.

A. Type of school:
   a) Middle school _____
   b) junior high _____
   c) senior high _____
   d) other (describe) ____

B. School District
   a) BOCES _____
   b) Central School _____ Suburban _____
      Rural _____
   c) Union Free School District _____ Suburban _____
      Rural ____

C. Your School Enrollment:
   a) under 500 ____
   b) 500 - 999 ____
   c) 1000 - 1499 ____
   d) 1500 - 1999 ____
   e) 2000 - 2499 ____
   f) 2500 - 2999 ____
   g) 3000 ____

D. Does your school have an In-School Suspension program (ISS)? (Note: Separate alternative schools are not included in this study.)

E. If no to D, is your school considering such a program for future use?
   yes ____ no ____

Please check all appropriate responses:

1. What do you call your program? _____

2. Where is your ISS housed?
   a) separate room on school premises _____
   b) facility segregated from regular school building (describe) _____
      _____

3. When and how are pupils and parents notified of the ISS program?
   a) beginning of school, handbook _____
   b) beginning of school, letter _____
   c) beginning of school, orientation program/assembly _____
   d) notified when pupil is actually suspended _____
   e) other (describe) _____

4. In what activity or activities are ISS pupils engaged?
   a) regular assignments provided by classroom teachers _____
   b) extra assignments provided by classroom teachers _____
   c) essays on predetermined topics ____
   d) interest/aptitude inventories or other job preparation related activities _____
   e) basic skill development in reading, writing, and or math ____
   f) no planned activities ____
   g) other (describe)
   _____
   _____

5. Does the pupil receive credit for regular class work during the ISS period? yes ____ no ____

6. If yes to 5, who is responsible for securing and returning the required classroom assignments?
   a) ISS personnel ____
   b) individual classroom teachers ____
   c) pupil ____
   d) administrator ____
   e) counselor ____
   f) other (specify) _____
   _____

7. Please check those activities which are restricted in the ISS facility.
   a) socializing ____
   b) resting/sleeping ____
   c) movement in room ____
   d) lunch privileges ____
   e) lavatory privileges ____
   f) other (specify) _____
   _____
   _____

8. Is counseling an integral part of your ISS program? yes ____ no ____

9. If yes to 8, what is the nature of the counseling?
   a) one to one ____
   b) group counseling ____
   c) student "rap" sessions ____
   d) peer counseling ____
   e) other (describe) _____
   _____

10. Who staffs the ISS facility?
    a) aide(s) ____
    b) teacher(s) ____
    c) security officer(s) ____
    d) school guidance counselor(s) ____
    e) substitute teacher ____
    f) administrator(s) ____
    g) other (specify) _____
    _____

11. Is in-service training provided for the ISS staff?
    yes ____ no ____

12. If yes to 11, what type?
    introductory ____ on-going ____

13. Generally, what is the staff-to-pupil ratio in the ISS program?
    a) 1:1 - 1:5 ____
    b) 1:6 - 1:10 ____
    c) 1:11 - 1:15 ____
    d) 1:16 - 1:20 ____
    e) 1:21 - 1:25 ____
    f) 1:26 - ____

14. What is the composition of the ISS group?
    a) all pupils grouped together ____
    b) divided by grade level ____
    c) divided by sex ____
    d) grouped according to ability ____
    e) other (describe) _____
    _____

15. How is the amount of time to be spent in the ISS program determined?
    a) all pupils have the same number of days ____
    b) administrator determines number of days ____
    c) according to nature of infraction in compliance with predetermined schedule ____
    d) pupil's case reviewed periodically by ISS staff to determine when pupil should return to regular classes ____
    e) other (describe) _____
    _____

16. Are certain offenses deemed too serious to be dealt with through ISS?
    yes ____ no ____

17. If yes to 16, please indicate:
    _____
    _____

18. Are behavioral contracts part of the program?
yes ____ no ____

19. Are parental conferences part of the program?
yes ____ no ____

20. Has the ISS program reduced:
a) the number of first-time suspensions?
yes ____ no ____
b) the number of suspension repeaters?
yes ____ no ____

21. From whom did the impetus come for organizing this program?
a) pupils ____
b) parents ____
c) teachers ____
d) counselors ____
e) administrators ____
f) other (specify) _____
_____

22. What groups participated in the development of this program?
a) pupils ___
b) parents ___
c) teachers ___
d) counselors ___
e) administrators ___
f) other (specify) _____
_____

23. Are evaluative procedures built into your program?
yes ____ no ____

24. If yes to 23, please describe briefly:
_____
_____

25. Is the ISS program a school option or district policy?
school option ____ district policy ____

26. Please make any additional comments you feel will be of help.
_____
_____
_____
_____
_____

27. If you wish to receive a copy of the results of this survey, please list your name, address, and zip code.

_____

_____

_____